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World Education

PROCEEDINGS

OF THE

First Biennial Conference of the World
Federation of Education Associations
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1925

Edited by

GEORGE C. PRINGLE, M.A.

Joint Secretary of the Conference and General
Secretary of the Educational Institute of Scotland

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CHARACTER TRAINING.

Tuesday, 21st July.

Chairman.—Dr YOSHIO NODA, Japan.

Secretary.—Mr MILTON FAIRCHILD, U.S.A.

Summary of Address by Miss C. E. AINSLIE, B.A.,
Edinburgh.

Reflection on methods of moral education leaves us with a few convictions and many doubts. There are difficulties of estimating results in this sphere. The process of spiritual growth is a secret one. Hence investigations and experiment are necessarily strictly limited, and the difficulty is to disentangle and refer to their origin strands composing the web of character. Life is the supreme educator as regards character training.

The starting point of any system of moral education should be a clear view of the nature and significance of life. Some religious belief (in the wide sense) or some philosophical creed seems necessary in the educator. Some faith in the Unseen, in a scale of values not comprised in the term "survival" is a great aid in dealing with the young.

The end in view is the forming of high ideals of life and the passing from selfishness to altruism. What may be taken for granted in the child. What means should be adopted. Except in abnormal cases we may count on the instinctive apprehension of a spiritual world. (Reference to Ruskin, Wordsworth, Rudolf Otto, etc.) Suggestiveness in this connection of folk-lore, primitive ritual, sacramental teaching, and the like. Equally important factors are primitive feelings and impulses in child due to ancestral inheritance of lowly origin. Necessary to sublimate and refine animal instincts.

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Different stages in development of child. (1) Non-moral age where imitation and formation of habits are at work. (2) Period of widening experience and extended activities. (3) Stage of reflection where problems of conduct analysed.

Direct Methods. Religious teaching at school stage usually takes form of doctrinal instruction or study of Bible. Co-operation with home and church. In Scotland undenominational teaching the rule. Some system of belief should probably be imparted before age of reflection reached. Framework needed for religious feeling. Truth never to be represented as monopoly of a church or sect. Difficulties to be met in study of Bible. Frankness and honesty necessary here. School prayers should be simple and direct. Observance of great Christian festivals (Christmas, Easter, etc.) valuable as forming link with Christendom. More prominent part taken by pupils in school services on special occasions. Addresses on moral subjects appropriate at intervals.

Indirect Methods. At school stage indirect methods more effective than direct methods. Habit, atmosphere, suggestion, all-important. Environment, animate and inanimate, should be good. Traditions of a great school may be a safeguard and inspiration to individuals. Special importance of subjects like history and literature for development of character. Every subject in the course an instrument of moral training.

Accuracy, thoroughness, reverence for truth can be taught. *Intellectual aspect* of moral culture too often neglected. Doubts as to the expediency of using formal syllabuses of moral instruction. Ethical questions (temperance, gambling, etc.) may be discussed at school debating societies.

Value of movements like Boy Scouts, Girl Guides. Athletics good in developing "team" spirit. System of discipline should involve observance of rules prescribed

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by those in authority. Self-government of pupils good to a limited extent. "Free discipline" in extreme form not satisfactory. Encouragement rather than reproof should be the motive force. Association of pupils in schemes for relief of distress. Great movements of which the League of Nations is representative, should be promoted directly and indirectly among the young. Loyalty to school should broaden into patriotic feeling, and that into conception of universal brotherhood and love of humanity.

Moral Education in Japan.

Address by Dr YOSHIO NODA.

Dr NODA: In all Japanese schools, direct and systematic moral instruction is given as one of the required subjects in the curriculum. It is given not only in primary and secondary schools, but also in other kinds of schools, but not in the Universities. It is entirely separated from religion.

We strongly believe in the importance and value of systematic moral instruction and are firmly convinced that moral development can only be directed by it.

Besides the direct and systematic instruction in morals we greatly value also indirect and incidental moral instruction in connection with other subjects, such as history, literature, geography, etc., to supplement it.

As a means of character training, moral instruction aims at the cultivation of the goodwill of children by giving them moral ideas and waking up moral sentiments in them. But to fill up a gap between right-willing and right-doing, the children must be trained in doing right in actual life. We believe very much in the new theory of education called "learning by doing," and so besides moral lessons we are giving time and energy more and more to the character training through various activities of children in school life.

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Japanese schools are also taking part in the world-wide movements, such as the Boy Scouts, the Junior Red Cross, etc.

We are more and more taking steps towards social education outside of schools, especially for the promotion of culture of young men and women. For systematic moral education in primary schools we have text-books compiled by the Education Department.

These first came into use in 1904. Since then opinions and criticisms have been gathered and carefully studied by the Education Department. The result is the constant revision of the text-books so as to make them quite fit for the purpose. Great care is now being taken to meet the moral need of the new and rising generation. A special lesson on international relations and morals has lately been added to them.

The text-books for morals for secondary schools are not compiled by the Government but compiled by men of learning and approved by the Government.

The standard of morals for schools in Japan is the Imperial Rescript, which is the moral code formulating ideals of conduct for the youth. It contains duties towards self, towards family, towards society, and towards the State, as well as towards mankind.

We lay great stress on the love of country. We think we cannot love other countries without the love of our own country; and without the love of other countries, we cannot truly love our own country. We think patriotism and humanitarianism, nationalism and internationalism ought to be co-ordinated and harmonised; the extreme view of either of these principles does not lead to the happiness of human beings.

The terrible experiences of the Great War have made us all the more conscious of the need of the solidarity of the nation and also that of nations of the world at large.

We Japanese educators are very grateful to be invited to this great Conference to take part in bringing about

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better understanding between the various countries of the world in order to promote the friendship, goodwill and justice, by which, and by which only, the peace of the world can be obtained.

THE SECRETARY: The agenda contemplates reports from the different nations so that we can get a large amount of information on which to work out our problems.

Character Training in China.

Address by Mr K. C. HWANG.

Mr HWANG: In responding to the call by the Chairman to report on school conditions, character-education work being done, and prospects in the schools of various nations, it is my duty and privilege to make a fairly short statement on character training in Chinese schools with which I was closely acquainted. Character training appeared in the curriculum of Chinese schools as early as education began, say 2000 years ago. With little record in history, the roots of Chinese civilisation have been growing almost in the character-education of ancient China. In spite of bringing about new effects and influences, thereby in some way contradicting traditional education, Chinese modern education is, however, succeeding in preserving old conceptions and the code of morality which ancient China has handed down to us.

We are considering to-day the question of how far we can maintain a high standard of conduct among our younger generation. Since the last Conference in San Francisco great stress in China, as elsewhere, has been put upon the education of character. Now let me just mention for illustration the kind of character training which is being given in our schools. Again let me first of all make a report on character training in Primary Schools, lower and higher. In these schools prime importance is given (a) to the ethical teaching of ancient sages extracted from Chinese classics and (b) to the moral

conduct of sages of ancient China. These are embodied in the curriculum of what we call *moral instruction*, two hours per week. Secondly, I should like to mention the *morning assembly*. Twice per week in the morning, the headmaster or, in his absence, the ordinary master, gathers his children in an assembly hall for eight or ten minutes. The gathering begins with the singing of the National Anthem (or song) and finishes with a short speech by the headmaster. The value of this kind of training lies in its power to enrich and develop the child's natural endowment and instincts on the moral side during the most plastic period of life. Thirdly, the moral motto for a school or a class or both deserves a statement. In nearly every school, there are some very valuable and carefully selected mottoes adopted, some for the school at large and some for particular classes. Special preference and choice are given to those words like diligence, frugality, sincerity, wisdom, benevolence, and courage, etc., which we consider as fundamentally important in the moral teaching of our ancient people and which, I hope, will endure. Indeed no other question approaches it in difficulty and importance. For some classes in which backward or slothful pupils may be included, particular watchwords such as industrious, etc., are used and hung on the wall of the classroom for the purpose of stimulating these backward or slothful children thereby remedying the defects formed in their mental constitution. In doing so, the teachers treat the children in question with great sympathy and kindness. Fifthly, the teaching of civics or citizenship should not be left without mention. Since the last Conference of this Federation in San Francisco, which adopted a resolution in favour of the study of international contacts, we have actually included in our school curriculum civics or citizenship.

Then let me proceed to report in a few words the character-instruction and its prospects in Secondary Schools for boys and for girls.

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In Secondary Schools more complete and fuller instruction is given and the curriculum, which includes instruction for at least one hour in ethics, was promulgated by the Ministry of Education.

The system of self-government was also introduced to the students in order to develop organising and administrative ability and foster leadership and fellowship. Societies entitled Self-government or Self-endeavour Societies were organised for the purpose just stated. The diaries of individual pupils dealing particularly with their own conduct are submitted to the teachers for criticism and suggestion, but, without making any mark in order of merit, the teachers return the diaries to the pupils.

In conclusion, I may classify the above points in three stages: Stage I. may be regarded as personal discipline fostered by the teachers' influence, such as the masters' speeches in the morning assembly, etc. Stage II. is social discipline fostered very obviously by the system of self-government and other social activities of the school. Stage III. is self-discipline as exemplified in the Diary, a kind of discipline every boy and girl has to keep for himself and herself with full devotion and absolute determination. With regard to character training in the University, I think it better to leave it out of the discussion, seeing the time assigned to me is limited, and seeing also that University education is too wide in scope and too divergent in contents to be adequately discussed here. I therefore end my report here and hope that you, Ladies and Gentlemen, will give me your valuable criticism which the Chinese educationists, I am sure, will gladly accept.

Mr Z. V. SIMITCH, Yugo-Slavia: My country is Yugo-Slavia, but I belong to Serbia. Serbia is the chief element in Yugo-Slavia. As regards moral education, we in Serbia are not very great believers in direct moral instruction.

Somehow we find that, with our people anyhow, a violent suggestion produces opposite results. Therefore we have to be very subtle about it and act in a roundabout way. After all, morality is not a matter of ideas, because morality is not so much a matter of intellect. It is much more a matter of feeling, of heart, of sentiment, and we think the best way to produce the right sort of sentiment, and therefore the right sort of morality, is to proceed indirectly and not to give too many reasons in your criticism, but to open the heart so that it receives and begins to love certain ideals.

For instance, I find that when you give reasons to the boy for not doing certain things, he begins to argue with you that he should do these things for certain reasons which are opposed to the teacher's reasons. The right thing to do is to make him love great ideals so much that he does not stop to think about the reasons why he should follow the good and the beautiful, but that he should do it spontaneously. That is our idea, but it is not so easy to produce it altogether. In elementary schools, what do we do as regards moral teaching? We read the parables from the Bible, but we read them without a sermon. That is as regards the broad ethical basis, but as regards national feeling, what we do is, we get our children to read the national poems.

I must say something about Serbian national poems. This is a great means with us to produce the right sort of national spirit. Formerly our people lived in slavery. Therefore, the only outlet for our spirit and inclination was to create poetry. We were not allowed to have schools and the only University we cared for was Nature. This being the only outlet for the spiritual creative faculties of Serbia, you will understand that national poetry is a great force in our lives to-day. Every Serbian knows that. Well, our children read national poetry.

The teacher tells them what they should read, but they read much more than what he tells them and the national poetry instils into them a love for the good and the cardinal virtues—courage, justice, honesty—and surely that is a very fine kind of idealism.

I was interested in what some of the speakers said about nationalism and national spirit. We certainly make our people love our nation because, as it has been pointed out before, it is difficult to love other nations if you do not love your own. After all, if you do not love your next door neighbour you are not likely to love humanity. From the psychological point of view I say now that if a boy does not think that somehow and in some way he is *the* boy, and his mission is *the* mission, he does not do very much. It is the same thing with a nation. Still, of course, the nation should recognise that it is only a member in the community of nations. I am thinking just now about a story I heard in this connection about an Englishman and a Scotsman. The Englishman said to the Scotsman, "If I were not English, I would like to be Scots," but the Scotsman said, "If I were not Scots, I would like to be Scots."

A DELEGATE: The rest of the story is, that there was an Irishman and he said that if he was not an Irishman he would be ashamed of himself.

MR SIMITCH: Well that is the kind of idealism that is behind the movement in teaching the national spirit—to realise that the good of any nation is a true good only in so far as it is harmonious with all the nations. This spirit has entered into our teaching very much since the war. I agree that we must think about the good of other nations also, and that it is right to die for one's country only if it is not against the good of other nations.

Prof. V. KRALICEK, Czecho-Slovakia: I feel sure you will be interested in the subject I want to put before you. I spent many years in America. I am an American

citizen, and my daughter is a teacher in America, graduating through the University and preparing for high school teaching. We spend very much of our time in Character Education.

I want to put before you first, the background. In Chicago, there are living about 3,000,000 people, and among them are living about 150,000 Czecho-Slovakians, about 150,000 Yugo-Slavs, about half a million Germans, half a million Polish, 300,000 Irish, and so on. In studying the conditions in Chicago fifteen years ago, I found that there were some very serious problems in moral education there. If anybody is reading the daily papers from Chicago, then sometimes anyone from Chicago is ashamed, because the moral standing of many citizens in Chicago is so low. I did not know, six years ago, that the movement for Character Education was started in America. All that was new to me, but with my daughter I studied this problem; then we said, "Something has to be done to approach our people, especially American people, and we must do something for the people in Moral Education." So we started this work six years ago. We found that in Chicago, some Moral Education was given by Protestant Churches and Protestant Sunday Schools. We found that in Chicago there were about 600 Protestant Churches and that these 600 Protestant Churches gave some instruction in moral life in their Sunday Schools to 75,000 children; that the Roman Catholic Churches in their schools were giving moral education to about 87,000 children; that some 10,000 Jewish children were getting moral education in Jewish synagogues every Sunday. At least the Mosaic law was taught there. But we found that more than 297,000 in Chicago going to the public schools were entirely without any kind of direct moral education—I do not know about indirect, but I do not suppose there was very much indirect either.

It was very clear to us then why there were so many

divorces and crimes, and why our moral life was so low. Then the question arose, what were we to do?

We started some propaganda. We studied the problem and then my daughter, a public school teacher, said, "Father, I want you to try all you can to advise me." I was a Professor at the Seminary and she was a teacher, and we started together in this way. First of all we interviewed the Superintendents of the schools. They gave us permission to start some kind of moral education in Chicago Public Schools. That was six years ago. My daughter first organised this class and the class was taught to do its own discipline. It was very hard to instruct the children and to leave them, but she was successful. Then was introduced some kind of moral education. She had to approach the intellect of the children and the children must have some moral ideas, some moral precepts of what is good and what is not good and honest. Then moral feelings had to be aroused by instruction, by incidents, by stories, and so on. Then the moral will had to be aroused, and the child had to be led to do what was good and right and not to do what was not good and not right. Then the Principal permitted us to spend twenty minutes every day on such education. Every day throughout the ten months of the school year we spent the first twenty minutes in Character Education. The results were marvellous, and my daughter was asked to write a book about them, and perhaps next year, or in two years from now, you will get a book with seven or eight years of the Moral Education experience of my daughter. The results were so marvellous that parents were coming to the Principal and to the District Principal and were freely telling about the marvellous changes in the moral life of their children. It was shown to me and to my daughter that every child could be morally educated.

I have no theories, Ladies and Gentlemen. What I have is my own experience, and the experience of my daughter, and what I have found is that my spirit is

aroused and I want to work for this principle and for this Moral Education in my own country. For this reason, I moved to my country, Czecho-Slovakia, just to start a similar scheme there and to show that it is possible to educate school children from six years of age upwards in moral life, in moral conception and in moral theories.

Mr MILTON FAIRCHILD: I want to make a short statement with regard to the research work in the United States as an introduction to the literature that I have brought for distribution and for an exhibit of Character Education material. This research exhibit mostly consists of folders in which are enclosed, with a title, some important articles or circular or typewritten matter, or some specific plans like the plan for the Boston Character Education.

I am very much delighted at this Section and at its inclusion in the World Federation. It is the Section which most directly has to do with the main objective of the World Federation. It is the building up of character among the nations that is going to lay in due time not only the basis for international harmony and peace and more than peace, but the basis for international co-operation in the building up of human civilisation. There is a great future for the human race, if it can only pool its intelligence, in the achievement of a great civilisation. It is the future that is the glory for the human being, not so much the past. I have been for twenty-five years exclusively devoted to this problem of Character Education in the United States.

The United States is composed of forty-eight States, and each State is independent in the matter of education. We are working for a Department of Education, but a Department of Education would never have authority in the States. It would have opportunity of research. The Educational Authority in the States lies with what is called the State Department of Education, and some of the States are much stronger than others in that regard.

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So we have formed what is called the Character Education Institution. I am Chairman of that. Dr Thomas is one of the members because he is the State Superintendent of Maine, and other State Superintendents are, according to our charter, all invited to be members of this Character Education Institution. Then we are to have an inner circle of carefully chosen expert research persons. We have the backing of these States Superintendents and the State Commissioners, and there is to be this smaller circle of research persons who devote their entire lives to research in the sphere of Character Education. Then we have an Executive Committee in Washington, D.C., the capital, which is the location of the Institution. This Executive Committee is composed of Federal Educationists. We include the Bureau of Education. We have a Commissioner of Education and one other from the Bureau in our Board of Trustees.

Then the public school system of Washington, D.C., is a sort of model system in prospect and in hope. It is being rather generously treated by Congress now, and it is hoped that it will be brought out as a worth-while group of schools for you to study when you visit the United States. The Superintendent in Washington is a Director of the Character Education Institution. Then Mr Crabtree, Secretary of the National Education Association; Miss Watson, Secretary of the National Council of Parents and Teachers; the Dean of the School of Education of George Washington University in the city of Washington, are all Directors.

We have an endowment started, and have at present an income of about \$15,000 a year, and as we have no executive functions, we do not have to pay much over. We recognise the executive functions of the State Department of Education and of the great bodies, of Boards, of Superintendents of Schools, and so on, but it is our business to take note of whatever is produced in the way of advanced thinking in the United States and anywhere

in the world on this problem of Character Education, and to make it of use to the American system of education. A very wealthy man of the United States, who was keenly and intelligently interested in Character Education, gave largely of his funds, and at his death the widow continued his contributions.

He proposed that we should have a children's morality code, and he offered a prize of \$5000 for the best code. We had seventy code writers, one at least in every State. This competition ran for one and a half years. We received fifty-two morality codes. We had a Board of Judges, one of them being a member of the Supreme Court of the United States. Since then we have been working upon this morality code. It is all set up for American use. We might have said that we have a code capable of use in every nation on earth. We do not say that, but we say we have a children's morality code that can be used in the schools in the United States if the authorities of these schools wish to use it.

Then we started and drew up a list of the desirable characteristics of human beings—American human beings. We found there were ninety-two desirable characteristics, such as justice, kindness, purposefulness, discernment, poise, and so on, divided into characteristics of the intellect, working characteristics, social characteristics, and emotional characteristics. We took this list and checked up the morality code on that, and we found that quite a number of these desirable characteristics were omitted entirely from the children's morality code, so of course we put them in, and as the code is offered to you for your inspection to-day, it is a rectification based upon these checks and other checks. Of course the morality code would not make the children moral. It is just a start.

We had to have a plan—I am not saying a method—there is a difference. We had to have a plan, so this business man whose name I am not allowed to give, offered another prize. This time it was \$20,000. There

is nothing like money for getting results. If we had money to pay five times as high salaries as we pay now to teachers, it would get results. ("Question.") Perhaps not in other nations. I am just speaking for America. This prize was offered, and we organised each one of the States, and had nine collaborators in each State. We asked them to produce the best plan they could possibly work out for Character Education in the schools. We got twenty-six results, and I have several of these plans here, including the winning plan. Even then we had not got what could really be used in the schools. We did not get from this what we wanted in the way of a plan, so we developed experimental work on what is called the "five point plan." The first point is classroom organisation, because the teacher knows her children; the children know the teacher, and everything in morality is a close personal matter. The personal influence of the teacher is the biggest factor. We have to utilise the personal influence of the teacher so the first point is the classroom club. In the United States the suggestion is that that be called the "Uncle Sam Boys' and Girls' Club." It stands for loyalty to Uncle Sam, and loyalty to Uncle Sam in the ideas of the children is loyalty to our civilisation—which means a great future. The argument which issued is that it is the grown-up people that are doing the work of the world. So our idea in this plan is that the boys and girls should assume right away that they will be grown-up people who will take up their share of this civilisation which has to be sustained, and that some of them will advance it. There is the great civilisation motive.

The second point is the morality code itself. It explains what Uncle Sam thinks is right, and to our great delight, the children take a keen interest in the morality code. They study it to see what Uncle Sam thinks is right.

The third point is character diagnosis. That is where the teacher comes in. Character diagnosis is done by the teacher without the knowledge of the children, so that the

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teacher will understand the characteristics of the children with whom she is dealing. That will give her wisdom in her personal influence, her personal handling and treatment of the children. Then we have a point which is the basis of all. It is for getting expression of virtue into the actual practical life. Then the fifth point is the report to parents of a short list of very desirable characteristics. This report comes back from the parents signed, and is the school record.

Mr J. P. BULKELEY, Government of Burma: I do not claim to speak for the people of Burma, but I have an intimate knowledge of education in Burma for twenty years, and before that I worked in English Public Schools. With regard to what we have done in Burma, the information I have got is mainly negative. We have not done anything very striking. So far, character training—definite ethical training—in Burma, has never been separated from religious teaching. Ten or twelve years ago, a Committee, mainly under official influence and containing a large number of officials, got as far as putting civics and ethical teaching on the official programme, and we were intending to cast about the world for such help as people could give us, to find a suitable syllabus. It stood on that syllabus for six years while we were feeling our way for a curriculum being devised, and meanwhile education in Burma was no longer mainly in the hands of officials. It had been handed over to a Ministry of Education responsible to an elected Legislative Council, and one of the first things that the Ministry of Education did was to delete moral education and civics from the official syllabus. They did not object to the civics, but the new Government deleted the moral education apart from religion.

There is a strong feeling in Burma, which is a Buddhist country, that moral education should be given in connection with religious teaching. That is a very important factor,

and explains why we have not tried so far to do anything in the way of ethical teaching apart from religious teaching.

As for the teaching we have got, things are rather complicated and interesting. We have a large number of Christian missionary schools which teach the Christian religion, though they are attended largely by Buddhists. We have a certain number of schools under Buddhist management, and they are increasing. They stress very strongly their Buddhist religious teaching. A few years ago there was a good deal of strong political feeling in Burma. A group of national schools was started in opposition to our State system, and the thing they insisted on strongly was compulsory religious teaching. These schools, I am glad to say, are now, thanks to better feeling on all sides, part of our State system. They are now registered and receive aid from the Government. They form a considerable group of increasing importance.

There is one other interesting point. The Government of India was for many years opposed to religious teaching of any kind in Government schools, because it was afraid of definitely taking any side in religious matters, but Burma, fifteen years ago, asked specially for exemption from that rule and for leave for Buddhism or Moham-medanism or Christianity or any other religion which parents wished for, to be taught in Government schools, and arrangements were made for it, and these have continued ever since. So that we had this religious teaching even in the Governemnt schools, which was not the case in India.

My own impression, which I feel strongly after experience of public schools, is that what we want to do is to get people with the love of justice and fairplay and people with the love of human life, and sympathy with all kinds of human personalities. I feel that to some extent our English public schools have a magnificent

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record for turning out people with a sense of fairplay and a sense of justice, but in the matter of breadth and sympathy, perhaps they fail. They want a broader culture and broader human sympathies. Curiously enough, I think that is also the case in Burma, where the present nationalist feeling is rather narrow. Burma is like a small nation finding its way and rather centring its interests on itself. Of course the great question is how are we to get this sentiment? Are we to get it through the curriculum? We can to some extent. We can learn through geography that the world is closely related economically, but I think you will all agree that there must be definite ethical teaching, and the question we have to face is, is definite ethical teaching to be, as in Japan, separate from religious teaching, or is it to be a part of the religious instruction?

Though I have strong views of my own on this subject, I do not want to voice them here, but I think that is a question which every nation must settle for itself, according to its own conditions and its own needs, and I think it is impossible to make a general pronouncement on it.

The Meeting then closed.

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Wednesday, 22nd July.

Chairman : Dr YOSHIO NODA.

Character Training

in George Watson's College, Edinburgh.

Address by Mr H. J. FINDLAY.

Mr FINDLAY : I have been asked to speak to this representative gathering of educationists on Character Training in George Watson's Boys' College in this city. I regret that, as the school is still in session, I have been debarred the pleasure of hearing what has already been said to you on this important subject, but I gladly make such contribution as I can to the general stock of ideas. The time at my disposal being strictly limited and the temptation to wander so strong, I have committed my remarks to the paper which I shall now read to you.

George Watson's College is a Secondary School of over 50 years' standing, and is administered with three similar institutions by the Edinburgh Merchant Company. Previous to 1870 it was for over a century an hospital for the sons and dependants of decayed burgesses of Edinburgh. It provided board, residence and education for some 84 foundationers. Here, if anywhere surely, was a thorough-going experiment in the art of Character Training. As an example of its thoroughness let me quote the Sabbath regulation from the College Directory :—

" Besides the attending of the public worship in the Church, there shall be worship in the hospital thrice a day. And further, the master and schoolmaster shall be at pains to catechise the children particularly upon this day, and to take account from them of what they have observed from the lectures or sermons in the Church, and to recapitulate to them the heads thereof."

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There you have the Scottish "Sabbath" in all its terrors! That lasted for over a century, and then in 1870 the whole system was ruthlessly scrapped as being, in the words of the then Headmaster, Dr Ogilvie, "physically, morally, and intellectually depressing and unwholesome"—a notable judgment!

In place of the hospital, the Company established the present school of some 1300 pupils. It was and is recruited mainly from the middle-class homes of Edinburgh, with an ever-increasing quota of boys from overseas, whose fathers have been educated under the foundation. It began with few or no traditions, but in process of time a tradition was created which, as I shall point out later, is a most potent factor in moulding the character of its pupils to-day.

The boys start with the initial advantage of coming from good homes. At all stages religious instruction of a non-sectarian type is given, and the senior school opens daily with Scripture reading and prayer conducted by the Headmaster, while on occasion the claims of some charitable institution or movement for the uplift of humanity is urged by a distinguished speaker from the outside. There is no provision made for any systematic ethical teaching though, of course, such instruction is implicit in the Scripture, History and Literature lessons. The moral tone of the school—so far as a day master can judge—is uniformly high, and if abnormal cases and types do at times appear they are gradually merged into a general current of welldoing. The influence of this daily religious service, the influence of the home—all pervasive during the hours of leisure—I do not and indeed cannot assess. But on that elusive and all powerful thing, the school spirit, I shall venture a few words.

How real and how binding is its spell is evidenced by the fact that from Tien-tsin in the East to Vancouver in the West there stretches a chain of over twenty

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Watsonian Clubs who meet on a given day annually to recall their school with love and admiration, and are ready and willing to give advice and assistance at any time to younger Watsonians who may settle in their district. These clubs are kept in touch with each other, and with the school, through the College Magazine; and the warmth of their interest in the old place is evidenced by the plethora of prizes which their liberality showers on the present day schoolboy.

If the school tradition thus keeps its hold on the former pupils so it catches the budding Watsonian early and holds him for good. "Mummy," said one of them recently after his second day at the school, "Mummy, Watson's is the bestest school in the whole world." This school-loyalty like the larger patriotism of country has its baser side of course. Sometimes it gets no further than shouting for the school and doing nothing to help it; sometimes it is but a badge for class distinction and the grossest snobbery. The world can hear and has heard too much of certain recent distinctions the school has won. All that may be frankly admitted, but after all we judge such an elusive thing by its higher not by its baser manifestations.

After over twenty years acquaintance with it I confess frankly that the analysis of it baffles me. Yet there it is a living and pervasive force visibly moulding the boys of to-day as it had done their predecessors. The first Headmaster and founder of the school—Dr Ogilvie—was a remarkable man. No one would claim for him a place alongside Irving or Arnold yet he seems by all accounts—for he was before my time—to have had a preternatural insight into boy-nature, and an extraordinary memory for faces and failings. He could also pick his staff with rare acumen and he knew every detail of the life of that vast organisation with an uncanny accuracy and detail. Did we live in a more superstitious age there

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would be tales afloat of his ghost flitting through the old corridors still. If we have not his ghost we have his portrait by Sir George Reid, looking down on the assembled school every morning, and to boys who have heard tales of him from their fathers or elders the Doctor is no pale ghost but a living presence still.

He was no lover of anything that took his boys off their Latin or their Mathematics. Yet in his despite the athletic reputation of the College was raised from absolute nonentity to international repute by the efforts of the pupils themselves, surreptitiously aided by some of the less academically minded of the staff. Thus a double reputation was slowly built up, and while the old Doctor proudly recited on state occasions the exact monetary value of the bursaries won by his scholars, a rival faction spent their spare time in building teams that would lay low their scholastic rivals in cricket or football. The antagonism, I fancy, was more apparent than real however. Thus from its lowly beginnings the school had got three things to be proud of—its Head, its scholars, and its athletes, and—as I read it—it was from this triple source that the school spirit sprang.

Under the sway of the present headmaster, Dr Alison, more enlightened views on educational courses and activities prevailed. The school now specialised on the scientific side and broadened its curriculum generally. School discipline was in a measure devolved on prefects chosen from the senior boys' who were charged with the supervision of the boys' conduct in and out of the school. An Officers Training Corps and Scout and Cub Troops were established in which boys having learned first to obey their seniors came in turn to command in playground and camp. Literary and Field Clubs run by the boys themselves gave scope for the energies of the scientific and literary-minded of the community, while an intre-mural House system in sports did a good deal to mitigate and

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literary-minded of the community, while an intra-mural been directed at other schools. Added to all that was the growing camaraderie between masters and boys : the former ceasing to be the dreaded preceptors and becoming more like a kindly elder brother. The boys are no longer led about, they go of their own initiative. In a word, under the present regime, the maximum of self-government has been conceded.

One further development you will permit me to mention as indicative of the recent drift of things. Older scouts after completing their training have been lending a hand in running Scout and Cub Troops in the slums of the city. From this intimate contact with social conditions so different from those in which they are reared there has come to them a newborn sympathy with their fellows and a flaming indignation with things as they are, out of which great things may one day come.

Such in brief—for my time is up—is my analysis of the School Spirit and its importance in Character Training. What I have said of my own school is true of many more in Scotland. If anything of partiality has crept in I trust you will forgive it. One cannot witness year by year this procession of clean young life going out on the great adventure of life without feeling for it in Wordsworthian phrase as “a lover or a child.”

Miss ELISABET EUREN, Sweden : In Sweden, we have no special system of moral instruction. Perhaps I may say something first about religious instruction in Sweden. It is a remarkable thing that instruction in general is given free in Sweden in all sorts of Educational Institutions. Poor boys and boys of rich families are taught side by side in schools and Universities. That has always been so. Boys have never paid for education in Sweden. Only girls have had to pay. That is now changed, and girls also have free education. They are educated at

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the boys' schools now, so that soon all schools in Sweden will be co-educative. We have one language which all people speak and therefore many of the problems which exist—for example in America—do not exist for us.

We are a little afraid of special hours in the curriculum for moral instruction. We should like to give instruction in peace and in morals, but we think that the peaceful and ethical mind should emerge from all branches of education, that everything in the school, the whole spirit of the school, the environment of the child, should be such that it stimulates a good character. History, for instance, is a subject where you can teach morals. We try to get the children to discuss the historical characters in that way. In literature we try also to make the pupils study certain works or certain authors and when they have read them at home, we discuss them together in the schools. I think many opportunities are given for character training in that way.

But especially we think that moral teaching should be a result of religious instruction. We think that morals and religion are so interwoven, morals are so deep-rooted in religion that we cannot separate them from each other. We agree with the German phrase that: "If you see the tendency too clearly, you will get chilled." We are very much afraid that the children should be chilled by some dreary or dry moral textbook or special instruction. Formal instruction in morals would seem a little artificial to us. We do not estimate these things at very much. That may depend on our way of thinking.

As to the spirit in the school, we have not done very much self-discipline in Sweden, but we love it and we try to get it into our schools. I know that where they have tried it they have found it extremely good to give the children as they grow older more and more freedom under responsibility. In an old Swedish poem of the

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thirteenth century these words occur: "Freedom is the very best thing that you can see all over the world, but it is good only for him who can use his freedom in the right way."

In passing, I might say that I came to this Conference hoping to find in every discussion and in all the addresses something to give us who return to our countries, more courage and more help to work for a new mind in youth ago, is "Change your minds." Learn to live not only that is most needed now as it was two thousand years ago, is "change your minds." Learn to live not only for your family and your home and your great home—your country—but learn to live for other families, other countries, other nations and races. I think that all countries should proclaim the old well-known words, "Love your neighbour as yourself," and "do unto others as you would that others do to you."

Mr A. YUSUF ALI, India: The International Moral Education Congress which I represent sends its fraternal greetings to the World Federation of Educational Associations at Edinburgh, and welcomes the fact that the Federation is devoting an important section of its activities to the question of character training. Nothing can be more vital than this side of the educational question. The aims and methods of the Congress which I represent are concerned more with what I may call staff work, than with the field work which every practical educationist is actually carrying on in his or her field of activity. We do not believe so much in textbooks or in any particular methods as in a certain spirit which in our view can be infused into any study—whether it be the study of science or literature, or general or sectional or local history, or folklore, or popular stories for children or adults. Experience has shown that the indirect method is much more effective in building up character than instruction which comes under the category or label of moral education.

Mr F. J. Gould, the Secretary of the International Moral Education Congress, has devoted many years to very earnest work in this connection. His practical lessons, his demonstrations, his story-telling, and his story-books have all the fervour of religious teaching without coming under the head of religious teaching at all. I believe Mr Gould is himself a Secularist and a Positivist, but he uses religious stories as well as other stories, the lives of saints as well as other lives, for enforcing lessons of character and virtue. Following the lead of Comte he does not consider anything that interests or influences humanity as outside the scope of moral education. In particular his attitude in taking stories belonging to different cultures and commending them to the attention of people unaccustomed to them in their daily thought induces a mutual interest among peoples of different creeds or of varying mentality, which is itself a long step in the direction of mutual understanding and goodwill. One of the members of our Executive Council, Mr Fox Pitt, has investigated general principles in his book "The Purpose of Education," of which a fresh edition came out in 1924. The programme of the Rome meeting of the Congress in 1926, as sketched out by its organisers, also indicates the direction along which we desire to proceed. For that Congress two main subjects of enquiry are to be taken up and discussed. One is the possibility of a universal moral code as the basis of education, and the other, personality and the means of its development in the family, the school, and the world. The Italian Executive Committee is going to ask two principal writers to prepare a thesis on each of these subjects. The theses are to be printed and circulated among a number of "commentators" who will discuss any points that interest them, from their own angles of vision. This method will provide a body of literature which will enable the discussion at Rome to take, as we hope, a practical shape, and elucidate some detailed points in the science and art

of education. Our congress would welcome any persons interested, and it is open to them either to join the meetings personally in Rome next year or to subscribe to the publications, which will give in the form of a digest the results of the discussions.

I may now say something in this connection of one particular movement in India with which I have been personally connected. It is the Moslem movement. The Moslems of India, as you know, were at one time politically supreme in India. Their power, for a variety of reasons which would be very interesting from a moral education point of view, but which it would be somewhat irrelevant at present to discuss, was lost, and passed on to the British Nation. What happened to the Moslems? They got into a state of depression and of lethargy. They said, "We have lost everything." They would not follow English education. They would not come into line with modern movements and they lost ground. Then arose amongst us a great man, the founder of the school and college. He said, "Nothing is lost to the people if courage is not lost." To the Moslems he said, "Put your back into it and regain power, not in the sense in which you have lost it, but in a higher and better sense. Regain power by re-building your institutions, so that out of the clash will come victory; out of the moral superiority if you are able to establish it, or equality if you do not wish for superiority, out of that, will come your betterment. And we see the result to-day. The College was founded in 1877. We felt that for various reasons, one of which was connected with the incubus of examinations about which we heard this morning—for various reasons the standard was a curriculum that was fixed by the University and hampered the College, so we agitated for a University of our own and we have it now. The chief agencies by which we carry on our ideas are as in England, sports and games and College Societies and University Societies, and movements like the Boy Scout

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movement. You may be interested to hear that our cricket team was invincible three years ago in India, and I hope it may sometime be possible for the Aligur team to come and try conclusions in the Homeland of cricket itself.

Well then we tried social life. We have a common dining hall and all the students go and dine together and we find that that helps a great deal. We tried the teaching of tradition and of Moslem history, and we tried to teach it in such a way as not to lead to dogmatic differences but to actual heart to heart feeling, and we found that went a great way and is elevating our students. It went so far that after a short time when the Government wanted any candidates for their higher posts, and an Aligur candidate went, it was considered one of the qualifications that he had graduated at Aligur. Then we tried religious teaching and we found that religion as a background gave a greater stability to character than simply ethical teaching. Now, of course, religious teaching may be dogmatic. It may be a mere matter of form and ceremony that may do more harm than good, but religious teaching when it teaches us love, when it shows us the lives of great men who did great and noble things, then it becomes a very, very useful thing.

Well, as I have said, we have tried these things. In another of the Universities with which I am connected, we tried vernacular teaching. Whenever you teach people in a foreign language it is very good, because you extend your field of vision, but to a certain extent you restrict your power of assimilation and in this University we tried vernacular teaching with absolutely salutary results. Therefore, to sum up, I would say to you that in all these matters there is no cut-and-dried method or system. Go on experimenting in and applying the method which is successful to-day. It may need to be revised to-morrow. But go on revising and experimenting. Go on and on

until you succeed in producing the type that we want most in teachers, in pupils, and also in parents.

MR OGILVIE, Canada: I have only a few words to say about that thesis which says, "Love the man who loves his country." Now it occurred to me that perhaps we should observe a limit to our love of our country. We sympathise with a child who says, "My daddy is the best daddy in the world." It is quite true that possibly he will continue to believe that to the end of his days and we commend it, but there is a difference, I think, when one comes to say, "My country is the best country in the world" and continue to believe that for the rest of our lives. No doubt it is in many respects the best country in the world, but there are limitations and I think that at such a gathering as this we should observe and admit that our country, whichever it may be, has many limitations and that a "gentlemanly agreement" should be observed amongst all teachers throughout the world that they shall neither themselves use the expression nor encourage the belief amongst their pupils that their country is in all respects the greatest in the world.

I myself regard it almost as an insult to smaller countries to emphasise the point too much. It promotes fine feeling to ignore such a point and to treat every country with the utmost consideration. In the prairie, for instance, it is a very delightful thing to observe, and strangers observe it more than we do, that the smallest child is treated with as much respect as the eldest and most important person in the room. You may think it rather extraordinary, but it is so that they treat the little child there with the utmost courtesy and respect. Suppose the President of the Canadian Pacific Railway is in a room, no doubt if there is a child there, he will almost immediately take up the child and pay it a great deal of attention. The result is that all men meet one another face to face and with the utmost frankness. The poorest

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man you meet expects consideration and courtesy from you. Poverty and riches are ignored and so I think it should be with respect to our country. The point I wanted to make was that we should say if persons ask about our country: "Yes, I believe that in the matter of education it can hold its own with this country and that country. In the matter of something else, I believe, it is superior, but I would very strongly hesitate to say that at all times my country is the one and only country, the greatest country under the sun."

Madam MICHELET, Norway: I feel that this question of character training is a fundamental question and I feel it a great privilege to be able to come here and hear what people who really take this question up as one of the largest and most fundamental questions, have to say about it. When we look at the generations that are to come, we must understand that the character training given to a generation is to a very great extent in the hands of the mothers. I feel that when a child is six years old, there has been done so much towards the training of the character of that human being that it will be very difficult for the influences that come after that time to undo what has been done for the good or the evil of that child. In character training there will always be two lines to go on. One is the line that says the child can achieve what you want it to achieve from its own strength. The other line is that we cannot reach what we want to reach with our own strength. I feel that this is one of the dividing points in this whole work. Is it really possible to take a child and teach it the higher duties and not tell it where to get the strength from which it shall be able to perform them? I understand and I approve that we cannot discuss religion here. Still it is not a question of creed but a question between the mind that wants to have connection with the spiritual life, and the mind that thinks that the materialistic life alone can give us all the strength we require.

In Norway our education has a strong religious bias. We have a State church and a school that is founded on the Christian religion and I regard this as a great strength in one way. On the other hand, I feel that all the modern knowledge of psychology of character training must be taken up by the church if it will really attain what it wants in character training. We have heard here that knowledge of right is not the same as doing right, that dogmatic teaching is not enough. The representative from Czecho-Slovakia said yesterday that he did not discuss morals with his pupils because they would always make conduct a matter of theory. That is what I feel. If we do not realise that ethical training is the work of a higher spiritual life and that we have to have behind us the bidding of that higher Spirit then we have no reasons to put up.

I feel convinced that the higher moral ideals are given us from an unseen spiritual world and that only spiritual connection with the unseen can give us the power to live up to our ideals. This conviction alone can give us the strength to take upon ourselves the responsibility of trying to train the coming generation. I say to all the women present and to all the fathers present, "Mind these first years in your nurseries." Inasmuch as we do this, we shall be able to look forward to a time when the Kingdom of God will be upon the earth.

Herr WALTER MERCK, Germany: I would like an opportunity of following up the remarks made by Mr Ogilvie. I was particularly interested in his remarks on the subject of patriotism. It seems to me they were very courageous remarks. There is always the danger of remarks on this subject causing the speaker to be libelled as an anti-patriot. At the same time I think that one cannot possibly adopt Mr Ogilvie's theory that one ought to teach in every country the pupils to love their own country to a certain extent, but not any further.

It depends entirely on one's definition of patriotism. I can remember listening to an Imperialist enthusiast for the British Empire setting before me the following proposition in cold blood:—"We English have a natural bent for government and a natural bent for organisation; therefore we are justified in stepping in anywhere in the world and undertaking the government of any part of the world, because that would be for the ultimate benefit of humanity." I quote that as an example of what some people still unfortunately regard as patriotism. I am perfectly certain that the foreign delegates round about can quote similar examples from their country. Let us have nothing to do with that form of patriotism inside the schools.

I do think it is possible to teach a rational patriotism in the schools, but it should not be a militant patriotism. It should be a patriotism that will bear in mind good will. The main object of our character training in schools, I think, is to bring the peoples of the world together to get them to understand one another. Surely it is not inconsistent with that theory that one can uphold one's own country and teach that one's own country is good. It is not necessary to say it is the best country of all. Mr Ogilvie took the example of a child saying "My daddy is the best daddy in the world" and always thinking so. I beg to differ. If the daddy has any spots upon him, as soon as the child stands on his own mental legs he will begin to discover these spots. In precisely the same manner if we wish to teach that our country is all white and that any other country is speckled, I am afraid that as soon as the individuals concerned reach the age of thinking for themselves they will begin to discover the flaws in that theory. Therefore, while refusing to subscribe to Mr Ogilvie's doctrine, I do ask that we shall not intrude patriotism too much in character training because, inasmuch as the putting into the foreground of the subject of patriotism is likely to interfere with general

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goodwill and understanding between the nations, it is going to interfere with any benefits which may arise from character training.

Mr LIVINGSTONE, Scotland: What I am about to say is from actual experience. I speak with regard to a school that I happen to know very well. It is a school with about five hundred children and one that is truncated at the age of twelve at the qualifying stage—that is, at the stage where children are just about to pass into secondary and advanced education. With regard to character training in a school such as that and a school in which almost every one of the children comes from working class folk, there is a practical problem that many of our teachers are up against. My contention is that I believe we can have in a school such as I can mention the same splendid spirit as in George Watson's College if we go about it in the right way. If we have in our schools even although our children are going to leave us and pass perhaps two or three years afterwards into the mine or into the woodyard or on to the pithead or into the pottery—into purely manual occupations, I believe, if we as teachers have the right character ourselves we can turn out children who will bear indelibly upon them the mark of good character.

We must set the standard of the English gentleman; the fine standard that we believe to be in operation in the great public schools of England, that fine standard has made Great Britain what it is and that standard that we know to exist all over the civilised world irrespective of race and colour wherever we find that a man is a man because of what is in him. That is the standard we have got to set up. In other words we have to turn out ladies and gentlemen from our schools. This is higher than any vocational or cultural preparation. If we can get that, all these other things will be added unto them. Without that none of these other things

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will be any thing but mere vincer and polish. The spirit that we should take into our schools is the spirit of the good home.

The spirit of the child is one of continual questioning. He says, "That is not fair." What is the attitude in our own home to that child? We recognise that when we were children ourselves we had rights and privileges. We recognise in our homes to-day that our children have rights and privileges. We should define our position and convince our pupils that we are right by means of reason and not by the exercise of any fetish.

Then there is the question of discipline. School discipline ought to be again the discipline of the good home. Too often it is the discipline of the army. Take the discipline of leaving the classroom. We wish that discipline there that will let our children when they come to our age leave a room in an orderly manner. We want to have less of the "Right turn, forward!" If we are speaking to a fellow teacher we want to know that the children will leave the room without any supervision. We want to have less of the regimental and more of the family discipline. If we have children at school for seven years they ought to leave it with the hall mark of ladies and gentlemen whatever their vocation in life may be.

Miss OLIVE M. JONES, U.S.A.: I have heard a good deal about the subject of religious education and it seems to me there is a possibility that some of our friends in the various nations may think we are neglectful of that subject. We cannot give specific religious instruction from the point of view of creeds in the public schools of the United States, but we have no established creed. We are fully conscious of the fact that in the last analysis, education and character training cannot be separated from religious instruction. What is being done in New York

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City is being repeated all over the country. We are divided not in an inharmonious way but simply according to our own religious faiths.

We have three separate Associations of Teachers within our City Association, one of Protestants, one of Catholics, and one of Jews. These three groups meet together at certain times in the year, and the leading' clergymen or bishops or cardinals of the three faiths sit on the platform together and so do the Presidents and the other officers of the three faiths. They tell one another what they have been able to do in the way of religious education. I happen to be on the Board of Directors of the Protestant Teachers and I am a close and intimate friend of one of the Board of Directors of the Catholic Teachers. There is no discord between us. As Protestant teachers we run thirty-three centres in the city of New York. We train the teachers who conduct these lessons in religious instruction. This is in addition to what the churches may choose to do for themselves. The self same thing is done by the Catholics and the Jews. On the day when that religious instruction is given it is an understood thing that the children who are in attendance upon any form of religious instruction shall not be detained in the school, but shall be permitted to leave without restraint to go to their religious instruction.

In addition to that we do what we can without proselytising to send children to religious instruction. One of my schools is in a down town section and out of the total number in the school there is not a single Protestant. The children are divided fifty-fifty between Italian Catholics and Russian Jews and on many occasions I have gone to the Catholic priests myself and asked them to organise religious instruction for the Italian Catholics that are in the school. In Brooklyn, I know of a school where the principal is a Catholic. Next door to that school is a Protestant church and that Catholic principal marshals

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about two hundred children on a Thursday afternoon out of the school and sends them into the Protestant church. This has been done in like manner in such cities as Chicago, Dayton—not Dayton, Tennessee but Dayton, Ohio—San Francisco, Milwaukee, Minneapolis and St Paul. We know that we have an unusual problem in the matter of religious education in the United States. We cannot mix up the religious creeds with what we are doing in other ways, but the spirit of religion permeates everywhere. In many of the cities the law requires that we shall open the school in the morning at nine o'clock with fifteen minutes reading of the scriptures and the singing of a hymn and a patriotic song. That is the law in New York City.

Mr STERLING CRAIG, Edinburgh: I would like to make a suggestion. I have always been brought up to believe that apart from the Christian religion you cannot have character as we understand it, but in China, Japan and India there have been men of splendid and noble character that everybody admires and if it were possible to discuss that simply scientifically I would like to know how the Chinese have got this splendid idea of character, honesty and truth. Could we discuss that without going into political or religious views? I would like to suggest that those who are going on the steamer to-morrow should get into a group and try to find out what is the secret of true goodness apart from what we call religion.

Miss NOBLE, Ireland: I am entirely unaccustomed to speaking, but being a serious minded teacher I have heard a few things this afternoon that have brought a few rather unformed ideas into my head. Religious instruction may be given by unidealistic stupid teachers in such a way as to make children hate the Bible and everything it contains. The giving of religious instruction in my opinion depends entirely for its benefit to the child on the character of the teacher and on the idealism, nature and

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spirit of the teacher. I come from a country that has been oppressed by ecclesiasticism and by churches. We are fighting a great fight for freedom in our schools, just a little amount of freedom to give some kind of decent element of instruction. The fight has been tremendous. We have been crippled in many ways. I could not tell how miserable our teaching conditions are. I have been greatly inspired by the meetings I have attended here, but I feel, somehow, that they do not apply to me. My conditions are so bad. I am so far behind all that I hear that I feel my attempt is useless and I feel so hopeless of ever obtaining anything. I know that I could influence my children. I love the children and I feel I could help them so much, but when I have to grind at one class and when I might be human and make my work interesting, I have to go and grind at another class. I need not harp on the miserable conditions that teachers have to endure in Ireland, but I know that one thing that has helped to maintain these conditions has been the churches. I do not stand up here as an irreligious person. I believe myself to be religious at heart, but I cannot associate myself with any of the churches.

Children should be pleased and should be interested. The best that is in their character can be drawn out, when they are pleased and interested, when they feel they are loved, and when they are not oppressed, and when they learn to do these things that please them. The work of Sanderson of Oundle seems to me to be the most revolutionary work that has been done, because he found the bent of every boy and introduced technical training and all sorts of things and each boy progressed along these lines. I would make one practical suggestion and it is this, that teachers should read aloud. They should read selections from the very best literature, and not only high brow stuff. We all know how tremendously interested children are in fairy tales. The naughtiest child will buck up when he gets a delightful fairy story. Not

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only fairy tales, but travel, adventure, history and all the gems of literature. These read aloud in a sympathetic voice by the teacher would do a great deal to humanise our children, to stimulate their imagination and to develop the very best in their character.

Mr HOOD, Britain : I have listened with great pleasure to the opinions which have been given. I valued especially the paper which was read by Mr Findlay. I feel that I would like to say something from my own point of view and my own experience. Twenty-five years ago now, I had the good fortune to be appointed headmaster in a large school in a provincial town in Scotland, a school where pupils were taken at the age of five and continued until they were fourteen or fifteen. During these years I experimented with this subject. Religious instruction is looked upon as an essential thing in a Scottish school and a certain part of the day has been allocated to it, but after a few years' experience I came to the conclusion that something might be done on other lines in the way of moral instruction. I based my moral instruction lessons on the religious teaching because, I think, the two subjects are so strongly interwoven that it is impossible to separate them. Once a week I endeavoured to get as many of the pupils together as possible to talk to them. I am strongly of the opinion that you will never get results until you create an atmosphere in which these things of which we are speaking will be looked at in the proper way. After a number of years I found that instruction of this sort is best given in large classes where you can appeal to the whole school as far as possible. A number of years ago the school was re-constructed and we had a large hall and it was in this hall that we gave these lessons. I framed a course of lessons.

Take for example the idea of duty. We all know that it is connected with the Latin word "to owe." It is something that we owe, so the lessons were framed

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on the basis that the child as a child owes a duty to a great many people and to a great many things. The first lesson which I would give was, First, Duty to God; Second, Duty to his country; Third, Duty to his parents; Fourth, Duty to the lower creation and so on. With regard to the duty to country I have heard during the last day or two the word patriot and patriotism repeated in various ways. There is no more abused word in the English language. That statement has been made and questioned, "I love the man who loves his country." Well I am one of these who loves the man who loves his country. I love the man who loves his town and his school, because after all if you are ever going to teach love of humanity as a whole, you must begin by loving the person that you meet day after day. I never taught patriotism in the narrow sense in which it is used to-day. My view of the matter has been that every boy owes a duty to his country and that it is for him when he grows up and reaches the age of manhood to settle in what way he will discharge that duty. I have never taught the stupid view of "my country, right or wrong." I think any teacher who did so, would abuse his position, because all of us who have read history know perfectly well that there is no country in the world that has always been in the right. My own country of Scotland has been in the wrong at times, but, I think, that we ought to teach that a boy owes a duty to his country and that just because he is born in a land like this and is benefitting from all the work of men and women who have gone before him, he ought to add his quota to the good of the country and of the world before his day is past.

I tried to add the teaching of certain hymns and recitations which were appropriate. I know no better poem, for example, than "Play up, play up, and play the game." I think that is a spirit we need to teach in the schools, that a pupil ought to obey not just because the teacher

tells him to do so, but because if he does not obey he does not do his duty and is not playing the game.

Mr L. M. FOGGIN, Southern Rhodesia: The country I represent at this Conference owes its existence as a civilised state to Cecil John Rhodes. We believe in Rhodesia that he is a greater man than the world gives him credit for. We have a problem which is different from that of most countries that are represented here in that the Government of the country is carried on by a very small minority of the inhabitants. There are roughly forty thousand white people in that country and there are a million natives. For that reason there are special difficulties in the educational system of the country. Mr Rhodes himself gave a good deal of thought to the matter, although the country then was in a very undeveloped state and it was arranged that in the first education law passed in the country the right of entry into the schools at certain hours was secured to all ministers of religion equally. That clause has remained part of the law of the country ever since and has worked without friction and without adverse criticism anywhere. Even in certain schools which are run by Roman Catholics the Protestant clergy of the country are allowed to go in and give religious instruction to children of their own faith. That shows how far toleration has gone.

At the same time we have found it necessary to supplement the instruction given by the clergy for the reason that there are not enough of them to cover the ground properly, so a syllabus of religious instruction was agreed upon which has been adopted. Even that we hold not to be altogether sufficient and that is why I have spent most of my time while attending this Conference, in this character training section. We feel that with the religious motive must be taught the social motive, and that is best dealt with by the class teacher in lessons which are given either as a part of the programme or incidentally.

In the discussion yesterday there was some distinction made between direct and indirect methods of moral instruction. Less has been heard of that antithesis to-day, and, thinking it over, I came to the conclusion that that was not the antithesis we really had in our minds. The antithesis is not between direct and indirect methods, but between formal methods and incidental methods. Possibly in certain races, to certain types of humanity, the formal moral lesson is an admirable thing. To the ordinary British boy or girl, it is not. Personally I cannot conceive of a successful lesson beginning: "Now children, we are going to have a lesson on truthfulness and honesty this morning." The teaching should arise out of incidents which happen and these incidents should be made use of and the children should take part in the discussions. It should not be merely a disquisition by the teacher. British boys have a somewhat strong objection to what they call "pi-jaw." To those to whom slang expressions in the English language are not familiar, I might explain that what he means is ghostly counsel and advice as it is called in the prayer book of the English Church. The English schoolboy dislikes this. He is quite prepared to listen to it in sermons in church and perhaps on special occasions, but in general he dislikes it. I have observed that he can stand a bit of it when it is to be followed by physical chastisement, but I think that the reason for that was that to some extent it was inclined to dull his sensibilities. That may or may not be a good thing on such occasions, but we should be very sparing in our use of any instrument which does tend to dull the sensibility; therefore, I think, that the instruction should be incidental rather than formal. The teacher should discuss some incident out of which a moral incident may arise and the more quickly after the event the discussion follows the more valuable the discussion will be.

I should like to enter a plea on behalf of the discipline in schools and in character training of real hard work.

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I think in these days, we are really inclined to make things seem too easy for children. If we have not the faith which removes mountains, we have a cuteness which finds a way round. I am not sure that if we cannot remove mountains by faith we would not be better to climb over them sometimes. After all, character is formed by looking from the heights and not by remaining in the valleys. If we encourage our children to endure hardness in school life, they will be well prepared to endure hardness when they leave school. There is in the present generation a tendency to wish for shortening of the hours of work not only on account of the fact that that enables mankind to live a fuller life, but because there is a feeling that work in itself is an evil. They think you should do as little as you can and not work any harder than you can. We are inclined to say if a child does not like this subject it ought to do something it likes better. Well we are losing a certain amount of moral discipline if we take that line. Let the child feel that it must have a cut at this and it does its very best. We can only grow to our full stature by exerting ourselves and I think that the foundations of that exertion on which our human progress is ultimately based, must be laid in our schools.

The meeting then closed.

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Friday, 24th July.

Chairman.—Dr YOSHIO NODA.

THE CHAIRMAN: I would ask Mr FAIRCHILD to explain the scheme of permanent Committee officials.

THE SECRETARY: Perhaps it would be better if we first got the present situation in mind. It was anticipated that there would not be quite such a large meeting because it is more an organisation meeting. I have here the registration claims. There are about sixty of them. That seems to be a very good complement indeed. That lays the basis for correspondence on character education among those who have been here. I have also here a contribution which has just come in. It is a Syllabus for Moral and Civic Instruction for Elementary Schools. Mr Goold has had very much to do with its preparation. It is very much desired that the exhibit shall be enlarged to represent all nations rather than have it only on an American basis. I have distributed on your desks the Report of the San Francisco deliberation. It is a programme for character education and it has been drawn up with great care. It was adopted by the Section at San Francisco and was put before the Plenary Session. How much influence it has had in the last two years I really do not know, but it is a programme on which a great deal of thought was expended in San Francisco and your attention is directed to it.

The work to be accomplished in the future is the main topic this morning. According to our agenda, we would go clear through the presentation of plans for character education in the different nations. Of course, it has been impossible to fulfil that programme at this meeting, but it lies ahead of us and I have written on the blackboard here a short outline of the work that has to be accomplished in order to arrive at the stage where results in outline of the work are achieved. The first point is to develop public sentiment in each nation for character education

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in the school, and I want to say there is no connection between that and the religious education which may be given already in the school. The morality code is the morality which you find in the Ten Commandments, although put in modern language, and it is complete for the needs of the children, so that the development of public sentiment for character education is not an occasion for conflict between those who believe in religious education in schools and those who don't.

Secondly, after we have created the sentiment we must formulate plans. You have, therefore, to decide on the plans and then you have to get the energy to fulfil the plans. After the plans have been formulated the next thing is to have the plans adopted. In many of the States in the United States a platform has been adopted by the State Committee, created by the State Department of Education, but that is only in a few of the States and mostly that work has to be accomplished. In Scotland, England, France, Italy and so on, you will have to draw up a platform that will accomplish the character education of children.

The fourth point is that the materials have to be made ready, otherwise nothing can be accomplished at all. That is why we have spent so much time on the morality code, because we had first of all to have it in order to enlighten the teachers as to what to inculcate in the minds of the children. That preparation of materials is a very difficult task, a task that requires infinite energy and thought.

The fifth point is Teacher Training. You have public sentiment developed, you have your plans formulated and you have them adopted, but you must have skilful teaching. The sixth point is the resultant of the achievement of these five: you then begin to have the results in the lives of the children, and nothing comes and nothing is worth a farthing from the first five points until you get results in the lives of the children. Our organisation of this Section is very important if we are to carry

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through the whole five points and to be of assistance as a Section to those who are progressive thinkers in this field in the various nations. The main topic this morning is future work and the organisation of the Section for the future work.

Your Secretary spent yesterday, denying himself the very great pleasure of visiting the different resorts round the country, by sitting in the Exhibit Room and issuing an invitation to everyone, teachers and educationists, to call, and I am very glad to say that I had a number of visitors and that I was talking and listening to others talking most of the day, and some of those with whom I engaged in conversation looked definitely forward to the accomplishment of the objectives of the Section. We hope to arrange for the appointment of a Committee and arrange for a meeting of those who can be appointed to the Executive of the Committee before the Conference adjourns.

THE CHAIRMAN: I have to present the following resolution:—

“Resolved that the Character Education Section establish its own Executive Committee subject to approval of the Executive of the World Federation and that one representative from each nation be included therein, said representative to be elected by the nationals themselves.”

Debate on the resolution is now in order. Do you favour it or do you wish to amend it?

Rev. W. MARWICK, Edinburgh: I move the adoption of the resolution.

ANOTHER DELEGATE: I second its adoption.

Miss JONES, America: Can we quite pass this as a resolution in this form in view of the fact that the Revision of the Constitution of the World Federation has not yet been reported to us? Would it not be better for us to say that we request that there be established? I don't

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see how we can establish ourselves, because we would then be a little group establishing ourselves possibly as a totally distinct and separate entity in view of the fact that we don't yet know how the Constitution Committee is going to report in regard to the establishment of Sections. I would therefore move to amend the resolution by inserting the words that we "request that there be established."

THE SECRETARY: It was the intention of the Chairman and myself in drawing up the resolution that the phrase "subject to approval of the Executive of the World Federation" should cover the point that Miss Jones has made. If it does not completely cover it, then there certainly ought to be some change in the phraseology. We do not know what the Constitution is to be except by personal consultation with those who are taking a lead in that matter and this will be a step toward what ought to be organisation, but of course it is subject to modification and revision by the Executive Committee and by the Executive Committee of the World Federation. I am very glad Miss Jones has made that point because it certainly ought to be made perfectly clear in the resolution that we do not do this in opposition or controversy at all with the Executive Committee of the World Federation.

A DELEGATE: I take it that this goes as a recommendation to the Executive Committee.

MISS JONES: The Constitution Committee has had no consultation with any of its members and it is because I don't know what the Report will be that I want to make it absolutely clear that we are not doing anything which will in any way be in opposition to the Constitution when adopted.

A DELEGATE: You can get that by putting in a phrase "if this is in consonance with the Constitution established."

THE SECRETARY: We could make the resolution read "Resolved that the Character Education Section recom-

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mend the establishment of its own Executive Committee and that one representative from each nation be included therein." (Applause.) I think we can consider that Miss Jones' advice is in the nature of an amendatory resolution and that it is seconded, therefore the Chairman might put the question as to whether the resolution shall be amended as I have suggested to read that "the Character Education Section recommend the establishment of its own Executive Committee" and so on.

Rev. T. T. ALEXANDER, Orkney Education Authority: The difficulty is that if you "recommend" the Committee cannot be set up until the next Conference, whereas if you appoint members to your Executive Committee now, provided the Constitution allows that, then you have saved two years.

THE SECRETARY: It would certainly be a great loss of time and energy not to go forward with the naming of the Executive Committee as far as you can, but all that would be done subject to approval and permission subsequently obtained.

A DELEGATE: It seems to me that the resolution as originally moved covers everything that is desired.

THE SECRETARY: I shall read the original resolution again. (Reads.) (Agreed.) We could raise the phrase "subject to approval of the Executive of the World Federation" up to the head and make it read "Resolved that, subject to approval of the Executive of the World Federation, the Character Education Section establish its own Executive Committee and that one representative from each nation be included therein, said representative to be elected by the nationals themselves."

Miss JONES: I like that suggestion very much indeed and I withdraw my amendment.

THE SECRETARY: The idea is that "subject to approval of the Executive of the World Federation" is to appear in each of the three resolutions to be submitted.

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REV. W. MARWICK: I am quite agreeable, with my seconder's approval, to have that clause inserted at the beginning of the resolution as suggested.

The resolution as amended was thereupon put to the meeting and declared by the Chairman to be unanimously carried.

THE CHAIRMAN: The second resolution is as follows:—

“Resolved that, subject to approval of the Executive of the World Federation, there be formed in each nation as soon as possible a permanent National Character Education Committee to co-operate with the Character Education Section of the World Federation of Education Associations and that the Section Executive Committee member from each nation be considered the Chairman of the National Character Education Committee in his or her own nation.”

THE SECRETARY: The idea is to have a member on the Executive Committee from each nation and whoever is on the Executive Committee shall be considered the Chairman of the Character Education Committee in his or her nation. That would lay upon the member of the Executive Committee the duty of accomplishing the organisation of a Character Education Committee in his or her own nation.

REV. T. T. ALEXANDER, Orkney Education Authority: I see no reason why an organisation of this kind should not work quite effectively in Scotland. I take it, of course, that while there would be co-operation with the general Executive Committee, in each country there would still be the individualistic tendencies and methods at present in vogue or to be developed in co-operation with such a general Executive Committee. It is well known, of course, that in our own country the basis on which all our character education is laid is the religious basis. We are aware that there are other countries in which

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that does not prevail, to the same extent at any rate, and I take it that, while there would be room for the development of national viewpoints and characteristics, that would be quite permissible within such a general rule, and I personally see no reason why the organisation should not be quite effective.

THE SECRETARY: The idea of the Section Committee is that we should not adopt some general plan as applicable to the whole world and then say to the French educators, "Here is a plan you ought to use" and to the Scottish educators, "Here is a plan you ought to use." We should be rather trespassing if we did that, but if we have a local committee in each nation we should have an adjusting room to adapt whatever advice we gave to the local committees and have regard for the local rights.

A DELEGATE: This is a very important point. I think some authoritative statement should be made as to the permission to include religion in our character education.

THE SECRETARY: Religious topics are barred from discussion. In the meetings of this Section of the World Federation it would be improper to take up the methods and the material and the regulations for religious education. That does not mean that in restricting ourselves to the discussion of ways and means for character education we should be objecting to any suggestion for religious education in schools in the nations. If we have this local Scottish Committee, the Section can through it contribute to those phases of character education in the Scottish schools which have to do with the development of character without interfering with the other phases which have to do with character education on the religious basis.

Mr MURPHY, President, Irish National Teachers Organisation: As some reference has incidentally been made here this morning to the influence to a certain extent of religion and the churches on the character training of children, I should like with your permission to

refer to one little incident at the previous meeting here. My attention has been called to a report in the Press where it is stated that a lady from Belfast is alleged to have made certain statements commenting adversely on the influence of the churches in my country generally, and, as President of the Irish National Teachers Organisation, I simply wish to dissociate myself personally from those views and further to say that they do not represent the attitude of my Organisation or, so far as I know, the attitude of the teachers of my country. The lady, of course, has a perfect right to express any view she wishes, but I simply wish to say here that they are her own personal views.

Miss LAWSON, Scotland: We are moving rather too quickly and I wish to say with regard to the principle of setting up of Committees in each country that I think the teachers in Scotland would thoroughly welcome such a Committee. At the present moment we are not here to consider what principles are going to be laid down as to the content of character training. We are asked to discuss whether we think such a Committee would be helpful in the various countries, and I want to say, I think it would be of the very greatest value. At the present moment we do hold that we give character training in the schools, but we are all working in the dark. There is no National Committee to give us guidance as to what is meant or to help to articulate the systems being used in the different parts of the country. I merely want to say that we thoroughly approve of the principle.

Rev. W. MARWICK: I should like to say a word about moral education in Jamaica. I was in Jamaica for ten years and acted as Secretary of the Moral Education League during that time and tried to do something to get more emphasis laid on the moral side in addition to the religious education given in the schools. My reason for rising was to ask if an island like Jamaica, which is not

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a nation in the strict sense of the word but which has a Union of Teachers, would be eligible to have a representative on this Committee.

THE SECRETARY: That probably had better be settled by the Executive Committee after it is appointed.

Mr BROWN, Edinburgh: It seems to me that we have wandered somewhat from the point. The point in the resolution is whether or not the representative from each country on the Executive Committee of the World Federation should be the Chairman of the National Committee set up in each country. That is the point we want a finding on and we have been talking away from that altogether. While I might consider that quite a good plan—I am speaking as a Scotsman, I don't think that at this present meeting you could appoint the member that you get on this Executive Committee as the Chairman. I don't think that he would be the best man that we could get in Scotland for the purpose of organising, and if you are going to bind down definitely this member of the Executive Committee to be the Chairman for organising in Scotland then you are going to weaken the cause right away. I would suggest that it should be left to the Scottish group to appoint their own Chairman and that the member of the Section Executive Committee who is appointed now be appointed the Secretary of the National Committee.

THE SECRETARY: We could put the word "Organising" before "Chairman" and make it "the Organising Chairman" so that we could hold the member of the Executive Committee for Scotland responsible for going ahead and organising a Scottish Committee while the occupancy of the actual chairmanship for education research could be left open for decision by the Committee itself. If we put in the word "Organising," how would that suit you?

Mr BROWN: Yes, that would suit.

A DELEGATE: I think the best plan, for Scotland at

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any rate, would be to use the existing machinery, namely, the Educational Institute of Scotland. If we were to send a recommendation to the Council of the Institute to call a meeting of those delegates who had attended the Federation and those who are interested in this question of character training, I believe we could get a meeting called and that from that meeting we could hope to get the right type of Chairman. We have with us a lady who has already spoken, Miss Lawson, a member of the Council, and I think Miss Lawson might undertake to see that such a meeting is called.

THE SECRETARY: That is exactly the intent of this resolution, and the only reason why we have to have somebody designated Chairman or Convener is that the Chairman of this Section will go back to Japan and the Secretary will go back to the States and you must have somebody designated to get the machine set in order. I was well-informed yesterday about the organisation of education in Scotland and was informed that what has been stated is what would happen. It might be altered to read "and that the Section Executive Committee members from the various nations be considered the "Organising Chairman" and then the actual Chairman for education research would be appointed by the Committee itself.

Mr M'NELIS: As coming from Ireland, I wish on this occasion to support the views put forward by my Scottish brethren. It seems to me that the machinery should be set up in the first instance in respect of countries. When a Branch of this Association has been set up in each country, these in turn would appoint their Chairman. What right has anybody here to appoint a Chairman for Scotland or Ireland or any other country? Let the movement begin in each country and then each country can appoint their Chairman and Secretary and representatives on the supreme Council. I think it might be left

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to the delegates from the respective countries who are interested in this question to initiate the movement when they return to their own countries.

Madam MARIE MICHELET, Norway: I want to ask how this question can be solved for countries which cannot be affiliated to the whole Association. I am sorry to say that I am the only representative from Norway here, and I feel that on this part of the character education our people would be very much interested because, although we have religious training in our schools, we still feel that it really needs help from those who are working on more scientific lines. I feel sure that, especially on this point, our country wants to join, but shall we be able to join if we cannot join the whole World Federation? I should like to know, therefore, whether a country which has not been able to join the Federation as a whole will be able to join the Character Education Section. That is a technical question that I should like to have solved here. As to the question of "Chairman" or "Organising Chairman," I should like to say from my experience of organising work that if you leave a Congress of this kind without having appointed a person, not as a Chairman, but as one who wants really to be a personal worker, you can just as well go home and do nothing because there will be nothing done. I mean that the thing that has to be done is to find an expression that does not tie up your country but will really find the person who wants to put work into it. I should be very thankful if the Chairman would let me know if a country can join this Committee without joining the whole Federation. The Association which I represent would never be able to join the whole Federation because that would be a little out of our line, but we should most certainly wish to join this Character Education Committee which is exactly in the very centre of our work.

Mr CRAWFORD, Scotland: I suggest that the person

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appointed as member for his country of the Section Executive Committee should be designated "Convener" or "Pro tem. Chairman" until the nation appoints its own permanent officials. Obviously you must appoint some one to accomplish the work and it is unfair that we here should bind any nation with regard to whom they should appoint as Chairman of their National Character Education Committee.

THE SECRETARY: How would it do to say "the Organising Chairman" or "the Convening Chairman"? With reference to the point raised by Mrs Michelet, the delegate from the International Council of Women, which is a very important Committee, that Committee has acted and has sent a speaker as its representative to this Section. Now, I am sure it would be the wish of the Committee to extend to that Committee full membership. I would simply suggest that it be the goodwill of the Section to accommodate gladly the International Council of Women, but that the actual decision on the matter be postponed until the next meeting, with the extension of a very cordial invitation to this Committee to be present by means of a representative at the next meeting.

MADAM MICHELET: I thank you.

MISS JONES, America: In view of the first resolution which we have passed, would we not solve the question which we are discussing by putting a period at the end of the first resolution and making the second one read "Resolved that, subject to approval of the Executive of the World Federation, there be formed in each nation as soon as possible a permanent National Character Education Committee to co-operate with the Character Education Section of the World Federation of Education Associations," leaving out the second clause altogether? It would then be a matter of absolute freedom in each country as to how to form its National Character Education Committee, and it is to be supposed that if the first resolution were carried out the persons on that

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Executive Committee appointed by the first resolution will necessarily feel called upon to do the duties that we are discussing and that we are now pre-supposing the appointment of a special person to do. If we leave out the whole of the second clause of the resolution suggested and pass this resolution without the second clause we have given freedom to each nation and have not bound any nation to any form of exclusive organisation. As a matter of fact, we in America are a little bit inclined to do too much intensive organising and to forget the fact that other nations do not operate with that intensive organising, but that would give a sort of free and easy hand with regard to it and leave things to work out a bit. I, therefore, simply ask the question—Would we not solve the difficulty we are now in by putting a period at the end of the first resolution and adding on to it the first part of the second resolution, leaving the results to be accomplished by the Committee?

THE SECRETARY: That would simply mean omitting the positive statement by the Section that it was expected that whoever was appointed to the Section Executive Committee would take the initiative and would expend energy in the organisation of a National Committee. If we omit it, we don't change the procedure; if we include it, then whoever accepts the appointment to the Section Executive Committee will have positive instructions from the Section as to what his membership involves. I am, therefore, most heartily in favour of including this, for fear that we get somebody on the Section Executive Committee who would like the honour but would simply go back to his country and do nothing.

Rev T. T. ALEXANDER, Scotland: The danger is that unless someone is nominated to do the work it would be done by nobody. With whom is the Secretary of this Section to communicate? I think we must have someone who is to be responsible for beginning the movement at

any rate. It seems to me that otherwise the whole thing might simply end in air.

Rev. Dr JOHN MORRISON, Edinburgh: Before you put the resolution to the meeting, I should like to be perfectly clear in my own mind what the answer is to the question raised by some members. If I read what I have drafted, I think that something like this might be added to make the point perfectly clear:—"It is understood that each National Committee is entitled to take into its consideration any educational means which they believe to be helpful to character formation in schools." I have not mentioned the word "religion," but my wish is to know whether the Scottish National Committee, for example, would be entitled to consider the use of religious education in the formation of character or whether, by the wording of this resolution or the constitution of the World Federation, such discussion would be excluded. May I say that the Edinburgh Education Authority has a Committee called the Religious and Moral Instruction Committee and that they do not consider that these are two separate departments or sub-departments of that Committee. They consider them as means and end, and I consider—I am now expressing my own opinion and justifying my desire for information—that you would be discussing end only and not means if you were tying us down to the discussion of moral education in character formation only.

THE SECRETARY: Permission for the Local National Character Education Committees to enter the field of planning religious education could only be granted by the Executive Committee of the World Federation, that would mean that a National Committee could co-operate with our Section Committee when that Committee wished to assist us on character education and not when that Committee was working on programmes for Bible education or programmes on creed. If the National Character Education Committee goes into the field of religious

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education, then that will necessarily bring the religious education problem into this section's meetings and that would not be allowed and I doubt if it is ever to be changed. As for myself, I should have to withdraw from the Section as I have no authority from my Institution to enter on that field.

Mr MILLAR: I beg to move the adoption of the resolution, and I think that if possible each country should have a name suggested because otherwise we cannot get on. There must be somebody responsible in each nation for the work.

The motion for the adoption of the resolution was seconded and put to the meeting by the Chairman, who declared it carried, there being only five dissentients.

THE SECRETARY: We have to include in the next resolution, which is presented by the Chairman and in which I heartily concur, the clause "subject to the approval of the Executive of the World Federation," so that it will now read as follows:—

"Resolved that, subject to the approval of the Executive of the World Federation, the Character Education Institution of Washington, D.C., United States of America, be designated as the Secretariat for this Character Education Section of the World Federation of Education Associations and that its offer to set aside in its budget \$500 for the expenses of the Secretariat be and hereby is accepted with thanks."

I might make a short explanation again about this resolution. The Character Education Institution has nothing for sale and takes no copyright. Its morality code is just as free as the Bible. It is absolutely non-commercial; we don't do any business. We have free material for research, but we do not have free material for distribution to the schools for use. At the last meeting of our Trustees we took up for discussion this matter of co-operation with the World Federation and this Section of it and, after deliberation, it was voted that we would

appropriate \$500 to the secretarial work of this Section provided it was so adjusted by the Section. The reason why we did that was that you would have to have work done in sectional work. According to our constitution, we have to approach the other nations of the world to offer assistance to them according to their desire and welcome in this matter of developing character education. We have to do that as an Institution, and it seemed to us that, inasmuch as the Character Education Section was forming, we should offer co-operation with that Section and co-operate with the section in approaching the different nations of the world. We have our machinery going and the service that we contemplated was this, that if in Scotland, after the formation of the Character Education Committee, plans were formulated and material prepared which was of great importance, duplicate copies could be secured of it or it could be duplicated by mimeograph and sent to the Chairman of the National Committees of other nations. If, on the other hand, it is very important for the Scottish Committee to have what the French Committee has done, through the Secretariat the Scottish Committee would get the French material. We could accomplish the interchange and exchange of the advanced thinking that was done through these different National Committees.

Rev. W. MARWICK: I have much pleasure in moving the adoption of the resolution. It is very satisfactory that such an organisation as you have is in existence in America, and I think the whole World Federation ought to be very grateful that we have such an Institution and that it is prepared to finance the secretarial work of this Section.

Madam MICHELET: I beg to second that.

Miss JONES: It seems to me that, as the constitution of the Federation is not entirely completed and we do not know the basis of membership, it might involve questions

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if a particular organisation which is not representative of the entire teaching body of the country should be appointed as the Secretariat of the Section.

THE SECRETARY: That is a very important point. It is expected that the phrase "subject to the approval of the Executive Committee of the World Federation" would cover that difficulty. If we set up the Secretariat in this way and the Executive Committee of the Federation disapproves, then the Character Education Trustees can act accordingly. They can receive the plan which the World Federation approves of and they can then discuss again whether they can co-operate financially.

REV. T. T. ALEXANDER: Might I suggest that the inclusion of the one word "meantime" might clear away any difficulty about that, making it read that meantime your organisation be appointed as Secretariat and that when the full organisation is set agoing the whole matter would be open to discussion and for decision when we had the perfect organisation in working form. That would safeguard the Section from being bound irretrievably by the resolution.

THE SECRETARY: That suggestion is rather along the lines of an idea that I had and that was that the resolution might be limited to apply only to two years, when we could then have another meeting of the Section and the matter again discussed.

MISS JONES: Will the administration of these funds and the conducting of the Secretariat be managed independently in the Secretariat? I know you will say probably that it is covered by "subject to the approval of the Executive of the World Federation," but I don't think it is. The acceptance of this offer and of the designation of the Secretariat is covered in the phrase "subject to the approval" etc., but the future administration during the two years is not covered in that and that is where the point comes. I am thinking of the thing, not from the point of view of our Section only, and this is the Section

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that I am chiefly interested in, but from the fact that there are many other Sections and if each Section goes to work and splits up its independent procedure in this way, especially in the administration of funds, where does the World Federation come in? Therefore, it seems to me that the administration of the funds should be through the office of the World Federation and not independently. I simply raise that as a question more for my own enlightenment probably than as a resolution.

THE SECRETARY: The resolution as proposed would not exactly cover that point. I think, however, it would be safe to say that the Trustees would go to the full limit of possibilities in co-operating with the Executive of the World Federation. The Secretary of the National Education Association is one of the Trustees; the President of the Division of Superintendents is one of the Trustees; the Federal Commissioner of Education is one of the Trustees; the Chairman of the Committee of Anthropology and Psychology of the National Research Council is one of the Trustees; and so on. I am a member of the N.E.A. and in hearty sympathy with its work. I believe that the personnel of the Trustees is such that they would co-operate with the requirements of the World Federation Executive Committee.

A SCOTTISH LADY DELEGATE: Would this not very easily be overcome by the gifting of the money to the World Federation earmarked for the work of this Section?

THE SECRETARY: The only difficulty about that is that it involves the use of our own office and staff. That is one of the adjustments that seemed to me entirely possible if the Executive Committee of the World Federation should demand it and should offer to re-apportion the money to the office of the Character Education Institution. Of course, if the money were to be appropriated to anything outside of our Section, then that would make an entirely different problem.

Provost LIVINGSTONE, Bo'ness, Scotland: To find that

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an Institution like this is willing to undertake the secretarial work, is willing to guarantee the expenses and the whole thing is subject to the approval of the Executive Committee of the World Federation seems to me a golden opportunity we should not miss. We are only on the very threshold and to think that for the next two years we are to have something being done and the result of which can definitely be laid before us at the end of the two years, I think is a splendid thing indeed, and I think that without any reservation whatsoever we should accept with gratitude this offer which is made to us.

MADAM MICHELET: I think we need have no hesitation whatever about this because probably the Institution will have to use much more than the \$500, and if we thank them for this and accept it we know where to get our work done; if we don't, we don't know where to get our work done.

REV. T. T. ALEXANDER: I think we as a Section meeting here to-day ought not to pass a resolution which binds the decision in the future as to where the secretariat shall be. I still think that it would be wise, and it would also be courteous to those who have to carry out the work of this Section afterwards, if we inserted the word "meantime," which reserves the right on the part of the World Federation later on or the Section later on to appoint its permanent secretariat according to its own desire. I think we ought, as has been said, to express our gratitude to your organisation for this very handsome offer, but I do think that we would be foolish to gild ourselves by appointing a secretariat apparently permanently when we have really no authority.

THE SECRETARY: I understand and should always understand that the passing of such a resolution as this is binding only up to such time as the Section would either re-affirm or invalidate the resolution. (Hear, hear.) At the meeting two years from now it certainly could be brought up at any time by any member of the Section

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and a resolution proposed that the connection with the Character Education Institution be discontinued or that it should be continued, and likewise the Character Education Institution should be entitled to say "We propose to give up the secretariat." It seems to me that the word "meantime" is quite indefinite. I don't object to it, I heartily sympathise with it, and it is implied in the resolution so far as the Institution is concerned.

MISS JONES: We all know that doubts and difficulties may arise in the minds of people who are not here this morning and who have not attended the Character Education Section meetings but who must discuss these resolutions at the Plenary Session, and by making things explicit we may remove any such doubts or difficulties. I therefore desire to second the suggestion that the word "meantime" be inserted, understanding fully that it is understood by the Institution and is implied in the resolution, but I think that by inserting it we make the meaning perfectly clear so that everybody will understand.

THE SECRETARY: If that word "meantime" could be made definitely to signify two years until the next meeting of the Session, it would be perfectly agreeable to me. I simply don't like it as being, in a literary sense, indefinite.

A DELEGATE: At what point in the resolution would you insert the word "meantime"?

REV. T. T. ALEXANDER: "Be meantime designated."

THE SECRETARY: Why not insert in the resolution "for the next two years" so that it should read that the Character Training Institution "be designated for the next two years the Secretariat"?

REV. W. MARWICK: As mover of the original resolution, I think that the words "for the next two years" are absolutely unnecessary. Everything is subject to revision two years hence and I think we should really trust one another to act in the best interests of everybody.

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Upon a show of hands by those in favour and those opposed to the amendment to insert in the resolution the words "for the next two years," the Chairman declared the amendment carried.

MISS JONES: I just want to explain my position. I shall have to vote against this resolution and I want to explain why I am voting against it. It is not because of any lack of appreciation of the work of the Character Education Institution. Nobody knows better than Mr Fairchild how strongly I believe in the Institution and how closely I am working for it and with it, but the fact is that in America we are absolutely opposed to accepting gifts of money. In the National Education Association which I represent a gift of money would be turned down to the face of the person who offered it. We are an Association insisting on very small sums. We have had millions of dollars offered to us and in some cases clear of any kind of string to pull back with, but we have refused them all, and I should be acting in opposition to the principle on which my organisation is established if I voted to accept any money, no matter how clearly or freely or generously it was given. I merely make that statement because I am going to vote No, and I wanted my position understood.

MR THOS. J. WALKER, U.S.A.: Is this an offer of a donation of money or of services to the extent of \$500?

THE SECRETARY: Of services chiefly.

MR WALKER: Is there not a very great distinction between the offering of services and the offering of money?

THE SECRETARY: I want to say a word myself about the policy of the National Education Association. Miss Jones, according to my knowledge and information, has very much overstated the opposition of the National Education Association to financial help. I know personally that various campaigns have been carried on by the National Education Association to secure financial help for enterprises that they were undertaking, and the chief

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opposition to offers which have been made and not accepted has been that those offers were made in a personal way and after an attempt to determine the method of research that the money was to pay for and an attempt to come in and dictate beforehand as to how the thing should be carried out. That was what defeated the acceptance of the gifts, so I hope you won't accept what Miss Jones has said as the policy of the N.E.A.

Miss BRADFORD (U.S.A.): For years we have been accepting the services of this Washington Institution. They have been a very great help to us in carrying on the work. I have been appealing to them for help for many years, ever since they were organised, and it has been freely given to the N.E.A. and other organisations.

Rev. W. A. GUTHRIE, Edinburgh Education Authority: I should like to say as a Scotsman that we have no objection whatever in Scotland to accepting money when it comes from a clean source and is to be used for a good purpose.

A LADY DELEGATE: Might I ask if this money is to be given if the Institution is not appointed as the Secretariat?

THE SECRETARY: It would be very difficult to do that, and we have got to go ahead very much on these same lines.

A DELEGATE: It does seem to me a little unfortunate that from America, the country of dollars, the idea of money should be brought in in relation to the appointment of the Secretariat.

THE SECRETARY: If you are going to have energy expended you have got to have something to justify it.

Upon a show of hands, the Chairman declared the resolution as amended carried by 43 votes to 5 against.

THE SECRETARY: We have half-an-hour for further work. What we propose for the next half-hour is advice to the Secretariat and a discussion of the future work of

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the Section. Now, that is very important and I hope representatives of the different nations will give the Secretariat advice as to how to go ahead in this business.

Rev. W. MARWICK: Can you give me an idea of how many nations are represented by those who have handed in registration forms?

THE SECRETARY: The object of the Section is to get wisdom and the only way to get wisdom is to get wise people. We want members in this Section from all the nations and from among the wise people of the nations, and we must raise our work on experience. An explanation was made at a previous session of the work of Mr. Goold. Mr Goold was over in the United States and worked there and we were intensely interested in his proposals, but unfortunately there is nothing left in the United States; his plan has not been used and it was not my anticipation that it would be used. I quite sympathise with Mr Goold because I used to give visual lessons, all from lantern slides of photographs that dealt with real things, photographs that I spent thirty years in collecting, and they were very interesting indeed, but the school had no plans for including this in their work and at the present time there are no visual lessons given. We have to succeed in forming our plans for moral and physical education. We have to succeed to the effect of getting moral and physical education for the children. Each one is invited to take part in this last half-hour's discussion and to give any item of advice for the work which you have in mind.

Mrs ANNA GARLIN SPENCER, U.S.A.: The hope I express here to-day is that the Executive Committee formed from this Section representative of the different nations will be very broadly formed and that it will use a very wide interpretation and a very profound interpretation of the word "education." I notice that possibly the use of the word "religion" might be confounded in the minds of some with the use of the word

"spiritual." Religion is a process in the spiritual evolution of the race. It includes the more formal approach which our indefatigable Secretary has made clear to your minds. It includes also all those who are arrogating to themselves the names of followers of the new education. It is therefore my hope as an educator that there will be no one and especially no formal method made too prominent and that we shall all come together in our different countries to find out in the first instance what the normal child requires in its educational process and then how to supply it. I think that those who are not acquainted with the special difficulties of our public schools in the United States should remember that we receive people from all over the world, from every country and from every ancestral background, and our effort is to get an impression created on the individual mind of the school children which will make them good citizens. But this purpose which we try to achieve through the public schools, and succeed in achieving perhaps as well as one could expect with all our difficulties, is only part of the great educational process which is going on in my country.

We have a very large and important Religious Education Association which tries to sink difficulties of different creeds in one great purpose to have the spiritual showing itself in the lives of the children. In the City of New York we have a great example of a school founded for the purpose of ethical culture, which for forty years has circulated all its instruction about character training, and we have also experiments which begin with the very young like your pre-school Section. We have the training of parents, which is to our mind a most essential point of education, and we have recently established in Teachers College of Columbia University, with which I am associated as Lecturer in Social Science, a definite course of training for teachers. We believe that in the homes themselves there must be very intelligent guidance and then we believe in approaching the child through improving the environ-

ment. I beg that in the formation of National Committees on this important element of education there may be a great breadth of interpretation, that it may not be one tiny approach, but that we may have it understood from the beginning that the greatest gift we can give our race is a better average of common life.

MR MILLAR: I should like to mention a fact or two that might be of interest to the ladies and gentlemen present. I am here as a representative of the United Free Church of Scotland Foreign Committee and I wondered at first why we should be represented here at all. I suppose it is because the United Free Church of Scotland maintains large and important and influential Colleges and Schools both in India and in Central Africa. On the other hand, I have taught for forty years, so I can speak as a teacher also. Here is the point I want to mention.

The Governors of the Provinces in Central Africa, in Livingstonia, in the Gold Coast and Tanganyika and elsewhere have asked our Missionary Colleges and Schools to undertake the education as far as possible of the Kaffir children in the various districts. They are willing to pay good salaries on condition that those people are efficient and fully trained teachers, and, here is an important provision, they do all this because they feel that any education to be successful must have its roots laid, as they phrase it in the document, "in religion." That is to say, they feel that if education is to be successful anywhere it must be based on moral character, on character training. They feel that if you are to elevate the native races in Africa it must be on the foundation of a good solid moral or, as we would say, religious character.

MISS MOHINI PANT, India: I feel I should not be doing my duty if I do not stand up to say something on behalf of those children out in India. I have been connected with education for the last ten years. I was teaching in a Buddhist School for non-Christian girls and what I found was most necessary was to teach them the fundamentals of

the ethical principles. Now, the greatest difficulty that I found with our children is of mothers not being educated at all. The instinct of fear in the children is very great. You can hardly understand how deeply it is planted into their minds, and, as the head of the school that I was in, most of the faults that I found were due to the fact that the children were afraid even to tell one simple truth. Sometimes they were afraid because they thought they would be punished, and even if they were assured that they would not be punished there was that fear behind it. The spirit of telling the truth was very sadly lacking in them. I am ashamed to say it, but that was behind it. Now, you will realise that it is the mothers and the fathers who have been the guides and instructors in this country who have taught the children those habits of thinking rightly and speaking rightly, but in India that thing is sadly neglected. I come to you to plead for the women of India who have had no education at all to bring up their children as the mothers in England, Scotland and America do. We need education for our women. One girl in a hundred perhaps can really write properly, and you can imagine the state of illiteracy in the family.

The aim of education, as I understand, is complete development. There are other sides to it. These children are perhaps very religiously-minded. They will say their prayers the first thing in the morning, but it does not matter to them whether they are telling the truth or are being honest or have any sense of fairness in them. I find that the children in the schools that I have been studying since I came here are quite fair, they think rightly and they will tell you the truth if you ask them anything, but I am sorry to say that in India that is lacking and it is only education that can bring that kind of light. Now, the great difficulty is religion. In the school where I was the children were taught their prayers—they used to say their prayers in concert morning and evening, but they never understood what it meant to them. The only

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influence was a few Christian papers and a greater number of non-Christian papers. It would have a direct effect upon the minds of the children if we had more educated teachers who could in some way tell what ethical principles stand for. We want the teachers trained in India. A great many teachers will arise and go and work among these children and will try and use their influence to make the homes happier and make the boys and girls better citizens of the Empire and also civilised in many respects. (Applause.)

Professor NAGAOKA, Japan: I am a Japanese, so I can speak Japanese well but can't speak English well. I learned English in a Secondary School, only translation and reading and writing but not conversation. If I had been taught English conversation, I am sure I could speak it well. I had no opportunity to speak or to hear English in Japan, but since I came to London about two months ago I have been obliged to speak English and can't escape. Notwithstanding that, I stand here, the reason being that I want to express my idea briefly and I believe you are so clever as to understand even my broken English.

In Japan there were two methods of cultivating character in ancient times. One of them is called Sintoism. That is not a religion but it is meant to purify our mind. The other is called Bushido. It is not sports, but it is practical and individual character training through which we train our heart and body, for instance, swimming, riding, hunting, archery, fencing, so-called ju-jitsu, speaking, reading, writing, music, works, and so on. I suppose individual character training is necessary. To train character through the Bible is also individual character training. Since about twenty-five years ago sports have been introduced into Japan. Most of our students are very fond of them. Sports are team work. I think sports are not only body training but also character building, and they must be so. I believe we must cultivate our character by means of individual training and team work. In order to attain such

a purpose, it is necessary that we educators or teachers must practise ourselves besides merely teaching. There is nothing which is not material for character training.

Mr A. LOURIE, Public School, Kinloch, Blairgowrie, Scotland: I should just like to add a few words to the remarks passed by our Indian comrade here, Miss Mohini Pant, on the subject of moral training. She mentioned to you that the chief difficulty they found was freedom in the young child, and I as a Scotsman with an experience throughout New Zealand and back to Scotland want to endorse that by saying that fear in the young child's mind is not confined to India. In Scotland I find, and have found throughout in many schools in Scotland, that the young children are imbued with fear and are also afraid to tell the truth even in spite of the good associations and inherent qualities of the Scottish race. In various sections of the various classes of Scotland there is still a great deal of fear, and I advise, and would like to see as one who religiously teaches and teaches all day long in the spirit of religion, as most teachers do, that the approach to character training through direct religion should be first and principally to teach to dispel fear. There is nothing to fear in this world—that is how I teach—and that is one of the fundamental principles in the teaching of religion for those of you who are directly connected with religion. I am highly honoured at this present moment to be able to stand before you and to say to you all as members of the World Federation—Dispel fear, and the chief way that I know to dispel fear is through human love as taught by Jesus Christ and also as taught by all philosophers and prophets of every race—love of humanity.

Mr K. C. HWANG, China: At the last sitting of the meeting of this Section I notice that Mr Sterling Craig put the following two questions:—(1) "How had the Chinese got their splendid idea of character, their ideals of honesty and truth?", and (2) "What was the secret

of true goodness apart from what was called religion?". In replying to (1), I may quote a passage from "the great learning," one of the Confucian's "Four Books":—"The ancients who wish to illustrate illustrious virtue throughout the World, first ordered well their own states; wishing to order well their states, they first regulated their own families; wishing to regulate their families, they first cultivated their persons; wishing to cultivate their persons, they first rectified their hearts; wishing to rectify their hearts, they first attempted to be sincere in their thoughts; wishing to be sincere in their thoughts, they first extended to the utmost their knowledge; such extension of knowledge lay in the investigation of things." It shows that moral ideals could be got through "investigation of things" and that morality and knowledge are merged into one. This method is rather similar to what Socrates used. In replying to (2), I should say that the secret of true good may be found in human nature and that the stress of Chinese morality lies entirely in humanity, but not in divinity. In the book "The Doctrine of Mine," a Confucian said, "What Heaven has conferred is called Nature; in accordance with this Nature is called Law; the regulation of this Law is called Instruction. While there are no stirrings of pleasure, anger, sorrow or joy, the mind may be said to be in the state of equilibrium. When these feelings have been stirred, and they act in their due degree, there is caused what may be called the state of Harmony." This doctrine may be compared with what Aristotle called the Mean and what Stoics call "acting in accordance with Nature and Law." Equilibrium and harmony have been regarded as the highest good or *summum bonum* in China. We have no other mysterious secret unseen. In conclusion, I beg to put three main points at present as my humble opinion. The first is to advocate the theory of "life in harmony" instead of the theory of "the struggle for existence"; the second is to emphasise the system of international ethics rather

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than the system of national ethics; and the third is to develop the instincts of mutual aid and modify the instincts of mutual struggle.

THE CHAIRMAN: Before we part, I should like very much to say a few words. I think we have had very valuable reports from various countries and many opinions which are worth listening to. I think most of us are very much inspired by the feeling which there has been in these meetings. I am going home to Japan and I myself will take back this inspiration to our countrymen which will be a great aid in bringing the minds of different nations together so as to promote international friendship.

HEALTH SECTION.

Tuesday, 21st July.

Chairman—Dr JAMES KERR, London.

Secretary : Miss SALLY LUCAS JEAN, New York.

THE CHAIRMAN: The plan of this Convention, as I understand it, is that it shall consider Education and also Health, which is education itself from as broad a point of view as possible as applicable to all conditions, because, after all, all children are human, or ought to be. We should, therefore, try to get something out of it which is of universal application and which will be a help wherever anyone is trying to carry forward the gospel of healthy childhood. This afternoon, we shall have speakers who will represent the movement as it occurs in different parts. The first origin of health work, of school hygiene, was out of disease. We have gradually stepped forward till now we concern ourselves, not with the prevention of disease, but with the promotion of health, and we now want people to know what health is. We want to develop a sense of health, not only among teachers and nurses and doctors, but also in the children themselves. That is a side that has been largely neglected even in advanced places. In England we are doing very little indeed—I do not think Scotland is very much in advance—to teach the children themselves to desire health and aim for it. We could work it into our whole educational programme so that the whole business of school inspection and school treatment would really have an educational basis on which to build up in the children a health consciousness. That is one of the special lines we shall have to deal with to-day—the education of children, which is not entirely a matter

of teaching didactically, but which is to be arrived at and has to spring up sub-consciously in the child itself if it is to be a real vital force. We have several distinguished speakers here to-day, and after they have read their papers we want to gather in as many opinions as possible. There is no one who has come here and has been attracted by the work that this Convention is going to do, who cannot have some knowledge that they will throw into the pot, from which is going to come the clear sound that will, we hope, spread far and wide this gospel of health, which is so well begun in America and has extended to these Scottish Lowlands.

Address by Miss LUCY OPPEN, U.S.A.

Miss OPPEN: In discussing the contribution which a private organisation may make to a national health programme, it may perhaps be well to indicate just what we mean by a "health programme."

By a well-rounded school health programme, we do not mean simply a thorough-going system of medical inspection for the purpose of preventing contagion and of freeing the child from physical handicaps which hamper right physical and mental growth. This is one element of a health education programme, and an important one; but it is only a beginning.

Neither does the well-grounded school health programme content itself merely with providing a health-conducive environment, with respect to those factors which condition a child's physical and mental wellbeing, such as proper heating, lighting, and ventilation of schoolrooms and school buildings, of providing proper play space, of arranging a school day which will make possible a proper alternation of work, play, and rest periods, etc. These, too, are essential, but they are only a part of the story of the well-rounded health programme. They constitute things done to or for the child, while true health education consists of a life process, a developmental process of the

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organism, in which the child is self-active, in which he creates conditions for himself, and endeavours to meet his own needs as he sees them.

The third element in a complete health programme in the schools, therefore, concerns itself with education in health. It endeavours, first of all, to awaken in the child a desire for health—a compelling ideal of himself at his physical and mental maximum, so that, in order to attain this ideal, the child will be willing to discipline himself and form those habits of daily living which make for health—to eat the foods which are good for him, such as milk and green vegetables, instead of candy and excess of sweets; to go to bed early and get a long night's sleep with windows open, instead of going to bed when he feels like it; to concentrate at his work instead of dawdling; to play actively out of doors for several hours every day; to keep himself clean inside and out, by proper bathing habits and regular attention to the bodily need of elimination.

In addition to awakening in the child a compelling desire for health, and establishing in him habitual modes of conduct which make for health, health education demands that the child shall acquire a sound body of knowledge concerning health—knowledge which will serve as a bulwark to his habits and attitudes, safeguarding them throughout life against the winds of chance and misinformation.

Thus health education must take a three-fold path, that of education in ideals and attitudes, of education in habit-formation, and education in knowledge or information. And this threefold path must be pursued along three separate lines—those of personal health, of community health, and of racial health, too, since upon the health of our children to-day (potential parents) depends the health of the children of the generations to come.

What, then, can the private organisation do to help in

the development of a complete health programme? Since the objective is a complex one, involving many factors, the private organisation may :—

1. Make an analysis of the situation, and awaken the public from self-satisfied apathy to a realisation of the need, and a willingness to pay the price of meeting the need. This analysis, whether local or national, is useless, unless given publicity. Investigation and publicity are twin pillars at the gateway of social reform. They may with propriety be undertaken by the private organisation.

2. The private organisation may often bring about the proper co-ordination of various branches of the official agencies which, while having as their objectives certain phases of the health programme, have not seen the problem as a whole, as an organically-related unit, because they, working separately, have seen only that particular phase in which they were interested. In the United States, this co-ordination of the activities of Departments of Health and Boards of Education, is one of the urgent needs of the situation.

3. The private agency may provide materials for popular education, such as charts, posters, pamphlets, text-providing such material in a more attractive and readable form than heretofore available, it may set a new and higher standard for such material. The material which the American Child Health Association provided for the United States Bureau of Education, resulting in the publication from the Government presses of Government bulletins at once attractive and scientifically sound, is a case in point.

4. Since the crying need in the health field to-day is for soundly trained leaders who shall be able to inspire and organise the forces in their various fields, the private organisation may, through the offer of prizes, subsidies, scholarships and fellowships, discover those endowed by nature for positions of leadership, and make it possible

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for them to so improve their professional training that they may more ably meet the needs of their respective communities.

School Hygiene in Japan.

Address by Professor M. TSURUMI, Japan.

Prof. TSURUMI: Under the present system the supervision of school hygiene in Japan is centralised in the Department of Education. The Bureau of School Hygiene of the Department of Education looks after the work relating to school hygiene, which includes the supervision of physical training of the children in the school and of various equipments of the school from the point of hygiene and sanitation.

Up to quite a recent date the present Bureau had concerned itself exclusively with the task of supervising school hygiene, but lately it has extended its sphere of activities in order to promote the physical education and hygienic wellbeing of the community at large.

For this purpose the Institute of Physical Education was established under the direct control of the Minister of Education. As it serves as an organ of research and investigation into the matters of school hygiene, it makes a novel departure in the development of our physical education.

Organisation of School Hygiene in Japan.

At present the supervision of school hygiene is entrusted to the Bureau of School Hygiene, of the Department of Education. The head of the Bureau is a director who supervises a number of offices and clerks. The Bureau is divided into four divisions: General Affairs, Medical Inspection, Instruction of Hygiene, and Physical Training. In each prefecture specialists in school hygiene are attached to the Educational Section of the Prefectural Government, in order to direct the service in school hygiene. To every public school one or more physicians

are appointed to be attached to attend to various duties in order to secure healthy development of the children under the supervision of the prefectural authorities. As to private schools, they are following the good examples which are initiated by the public schools in the matters of hygiene and sanitation in the school. Of recent years an increasing number of schools are utilising the service of school nurses to assist school physicians in the discharge of their duties.

In order to ensure the further co-operation of the experts in this field, there is an Advisory Council for School Hygiene in the Department of Education, which consists of a Chairman (Vice-Minister of Education) and not more than fifteen permanent members together with a number of temporary members, who are charged with the duty of formulating their opinion in matters connected with school hygiene.

The Bureau of School Hygiene of the Department of Education is charged with the following functions:—

1. Hygiene relating to building sites, buildings, fixtures, and other equipments of public and private schools.
2. Hygiene of instruction.
3. Physical training.
4. Physical examination of teachers, students, pupils and children.
5. Prevention and treatment of disease in schools.
6. Supervision and protection of the physically or mentally abnormal or subnormal pupils and children.
7. Supervision of drinking water and food at schools.
8. Statistics relating to school hygiene.
9. Other matters relating to school hygiene.

In Japan there are several private institutions to promote school hygiene. These are the Imperial School Hygiene Association, the United School Hygiene Association of Japan, and the School Hygiene Associations and

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School Physicians' Associations in the different localities. Societies for the advancement of physical education are in existence in all parts of the country which organised a central body under the name of the Physical Education League of Japan, which attempts to unify their work.

Activities of the Educational Department Connected with School Hygiene.

The Department of Education has been in recent years paying special attention to the diffusion of the knowledge of school hygiene by an active campaign of propaganda throughout the country. In this attempt numerous difficulties are encountered as to the equipment in the school and also qualified personnel in the work. However, the Educational Department has endeavoured to meet the situation and at the same time make the utmost efforts to improve the existing system. The more important activities in connection with this particular work may be enumerated as follows :—

1. Courses of study in school hygiene.

Acting on the conviction that the diffusion of right ideas on school hygiene is of primary importance, particularly to the physicians attached to schools, and to the teachers directly concerned, the Department have invited once every year, since 1918, the school physicians in the whole country to attend a Conference in which numerous subjects were presented by the experts in the various fields. In 1921, the scope was enlarged to include, in addition to the school physicians, the school inspectors and officers of the Prefectural and Sub-Prefectural Governments, and of the Municipal Governments. The teachers of the schools are required to study the subject in school hygiene, and they are obliged to attend lectures on the subjects connected with school hygiene, which last about ten

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days. The courses of the subjects treated consist of physiology of physical training, tuberculosis and physical constitution, anatomy, school hygiene regarded from the viewpoints of pediatrics and physiology, practices in physical education and school hygiene considered in the light of pedagogy and mental tests. In 1923, about one hundred school nurses attended lectures on courses of school hygiene, especially on principles of school dental surgery, school option, first-aid treatments, and prevention of infectious diseases at schools. Up to 1924, eighteen such conferences were held and the total attendances were nearly two thousand.

2. Meetings of officials of the Hokkaido and Prefectural Governments in charge of School Hygiene.

Since 1917, an annual meeting has been called by the Department of Education of those officials of the Hokkaido and those Prefectural Governments in the island to discuss such questions submitted to them by the Minister of Education and by the Prefectural Governors, and to report on the hygienic condition of the schools in their respective Prefectures, for the purpose of promoting school hygiene in the various districts.

3. Meetings of officials of the Hokkaido and Prefectural Governments in charge of the direction of Physical Training.

In February, 1924, a meeting was called in the Educational Department of those officials who are in charge of physical training. The immediate object of the meeting was to discuss the question in relation to school hygiene and to arouse the interest in making further inquiry into the different questions connected with physical education. This meeting was attended with very satisfactory results,

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and it was decided to call a similar meeting every year. The second meeting was held in January, 1925.

4. *Inter-collegiate meetings on Physical Education.*

The interest in school hygiene in Japan has hitherto centred itself in the elementary schools, with comparative neglect of such educational activities in technical schools and Universities. The physical training and athletic sports have become very popular in recent years, and as the result of this, the educational authorities are much concerned with their development. In 1924, the Department called a meeting of teachers of physical training and supervisors of students of the High Schools and technical schools and managers of the sporting departments of their alumni meetings to discuss the questions submitted to them by the Minister of Education, how to improve physical training in the technical schools, and to report on the condition of physical education as conducted in their respective schools. The results of their discussions contributed materially to the improvement of physical training in the technical schools.

5. *Committee on School Hygiene and Advisory Council on School Hygiene in the Department of Education.*

The Committee on School Hygiene, the predecessor of the present Advisory Council on School Hygiene, was organised in 1916. This Committee was very active in bettering the health condition of school children and students by making numerous inquiries into the various problems relating to school hygiene at the instance of the Minister of Education.

It is gratifying to note that nearly all the

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legislative provisions to promote school hygiene are due to the initiative of this Committee. In order to give to the Committee an official status and endue it with suitable authority, it was reconstituted into an Advisory Council on School Hygiene in 1922, by an Imperial Ordinance. The subjects dealt with by the Council within recent dates are the standard shapes of school-desks and benches, leaves of absence granted to married women teachers immediately before and after their confinement; the alteration of the rules relating to the prevention of infectious diseases at schools, and physical training, etc.

6. *Collection and exhibition of materials for reference.*

In order to bring home to the people the importance of this subject a large collection of reference materials, such as school apparatus, samples, diagrams, etc., was made for exhibition to the public. About two hundred items of such objects were shown at expositions held at various places, and they materially contributed to the dissemination of knowledge of school hygiene. The entire collection, however, was destroyed by the great earthquake and fire of 1923, and efforts are being made to replace it.

7. *Lectures, directions and inspections.*

Superintendents of school hygiene in the Department of Education, as well as University Professors interested in school hygiene, are sent from time to time to different parts of the country at the request of the local authorities to deliver lectures, and Superintendents are often sent to various schools to offer them practical suggestions.

8. *Statistics.*

There are statistics of various descriptions,

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prepared by the Bureau on School Hygiene Problems. Those relating to physical examination, and one of the most comprehensive statistics is that of the physical examination made on the students, pupils, and children in the entire country since 1900. They are interesting as showing the physical development of the population in the last 25 years.

9. *Distribution and encouragement of school physicians and school nurses.*

The employment of physicians at schools has been recommended and encouraged ever since 1899, when an Imperial Ordinance was issued urging the necessity of appointing physicians to public schools. According to the latest statistics, 19,906 public and private schools out of 24,442 in the country are provided with physicians. A growing number of schools are now regularly employing school nurses to assist their physicians in the performance of their duties, such nurses now numbering 316. The Department of Education, since June, 1922, has caused a school nurse to be attached to the Women's Higher Normal School in Tokio to give practical lessons in nursing.

10. *National Physical Education Day.*

The President of the Imperial School Hygiene Association represented to the Minister of Education the proposal to set aside one day in a year to be observed as a National Physical Education Day in pursuance of the resolution adopted by the Third Meeting of School Hygiene Association in May, 1924. The third day of November, 1924, was the day chosen, and it was celebrated throughout the country with real enthusiasm.

Failures in Education Caused by the Use of Force.

Address by Dr HANS REDTENBACHER, Austria.

Dr REDTENBACHER: Will you permit me to consider School Hygiene in connection with the world's history. I will choose for this purpose the history of the great centres of civilisation, as seen by Spengler in his "Fall of the Occident." As he is a natural scientist, his dramatic representation of the historical facts is especially intelligible for us physicians. Represented in this way, the different civilisations are regarded as living beings, showing in big traits, a similar development as the individual human being.

We are living now in the second century of the age of the great wars, in which civilisation seems to stand at the summit of its power, if we consider art, knowledge and science. Militarism, development of politics, and strife between employers and workmen, have in a subtle manner developed methods of offence and defence. No wonder that each individual being is, in these days, tempted to reach his aim by the shortest way possible, that is by force.

Our time is one of terror, of "using one's elbows"—politics, of breeding unscrupulous egotism, resulting even in reckless misuse of one's own body, which, it is believed, can be governed better by the dictatorial intellect and will, than by the natural instincts of the unconscious.

The unfavourable consequences of these principles are, for the individual, the breakdown of the nerves and the absolute inability to preserve, in economically limited conditions, the primitive joy of life, which is essential to the healthy organism. A general discontent is more and more gaining ground, and is increased, on the one hand by the brutality of everyone against everyone; on the other hand by continuous discussions and brooding over misfortunes, by auto-suggestion. In this environment our children are growing up. In innumerable families the

time and patience necessary for the children is missing, and this leads to the strangest means of education.

Examinations in various schools in Vienna have shown that a number of deficiencies due obviously to physical incapacity of the child, as for instance enuresis, state of fear and anxiety, aversion to learn, based on fatigue, even bad hearing, bad eyesight and especially bad appetite, were treated solely by measures of sheer violence. The manner of exerting this force depends only on the character of the educator: the child is scolded, punished, beaten, or nagged at from morning till night in an insupportable way—all signs of the incredible lack of understanding for the child. Can anybody believe that it is possible to enforce the missing liking or strength of the child by violence? Can I command joy of work, appetite or love?

Education is not so easy as that. It is not sufficient to give way to my dissatisfaction by using strong language.

If the overworked mother of the family is not able to show sufficient patience towards the child, it should at least find in the kindergarten and the school a person who tries to find some way to awaken the missing feeling of joy. To search for such persons, with ideals and healthy nerves, and to make them educators of our school children, is, in my belief, one of the most urgent tasks of our period of civilisation. To come back to the state of development of civilisation: in the era of enormous display of power we already find defective spots; in an analogous way we find this in the mature man, say, between 40 and 50 years of age—and he tries to hide this by various cures, such as Fletcherism, Muellerism (Gymnastics), by stimulants and narcotics, and by the most modern and probably most efficient cure—Couéism. In a man of this age, instead of unrelenting severity, more conciliatory feelings begin to show up and he feels the desire to find not only absolute obedience among his fellow-men, but a more humane contact, and maybe even gratitude and devotion from the individuals governed by him.

Thus the organism of civilisation shows in this period innumerable pacificistic endeavours directed towards the general welfare, to the end of mitigating the ever-growing difficulties and shortcomings, which have arisen from civilisation, by its restriction of free development and its uniformity of all countries and all individuals. If all these international endeavours are increased and developed in the future, and if—as Spengler undertakes to prove by the examples of past civilisations—one or a few enormous States result from a melting process of the numerous States existing now; if ours is the first of the great centres of civilisations which understand the great truth that no civilisation can continue to develop eternally—then it is our task to investigate, by what prophylactic measures the decaying organism can be kept still young and resistant for a long time.

We school physicians, whose existence still finds very little consideration in Austria, play the rôle of the old family doctor as an intermediary between the parents, the teachers and the welfare workers. It is our task to discern the facts injurious to the health from which our present day is suffering.

One of the most prominent factors I believe to be the hypertrophy of violence which, according to my opinion, in its exaggerated exertion, is the cause of innumerable injuries to the health. Fortunately, the prevention of these injuries depends only on our right conception of this fact.

We school physicians are sitting at the very source: thousands of children, hundreds of parents and innumerable teachers, at work in their specific place, the various grades—draw our attention to them in the course of one year. Montessori against old systems, school reform or its slow adversaries, all are experimenting before our eyes. Out of the loud noise of the fight of educating methods one thing seems to be evident: that only very few are equal to their task in the new method of education, which requires giving instruction to the child by letting it work

itself, the promotion of self-dependency, the furthering of individual talents, the adaptation to the phases of development. Otherwise, it would not be possible for parents to react to lack of appetite of their children by boxes on the ears, that teachers' answers to restlessness of their pupils—probably the natural desire for exercise—by “keeping the children after school hours,” or ordering them to copy a hundred times “I should sit quietly in school,” or that physicians permit the kindergarten teacher to drag the newcomers by the collar to the examination, as I—*mea culpa*—permitted but a short time ago.

But I have tried to do better since then, inspired by the methods of education for mentally abnormal children who, waiting for the brutal measures they are used to, at last are brought to understand, with perfect success, that the educator has replaced force and violence by love and understanding. Thus I have tried to say “good bye” to all force in the contact with children.

To illustrate: One day I came to a kindergarten, where a case of diphtheria had occurred the day before, and the throats of all the 40 little children had to be inspected. Five tongues depressors were available, with no means for sterilising them. So I tried to do without them.

In order not to look so big and fearful with my big spectacles to the little children, I sat down on a small bench in the middle of the room, opened my mouth as much as I could, stuck out my tongue as far as possible and then I asked laughingly: “Who can do this?” just like Krampus (this is a very popular and good-natured representation of the devil, pictured as a black man with a long red tongue, who plays a big rôle at Christmas time). Here and there one little mouth is already opened just to try it, and the most audacious one is persuaded to show his performance to me face to face. The imitative impulse brought all the children to me a few

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minutes later, and laughing and shouting with joy the children huddled around me. This method opened all the little mouths so well, that I was able to make a satisfactory inspection of all the little throats. Since this day I am never in need of tongue depressor.

Unfortunately the time is too short to give more examples of this unrestrained method of education. I plan to work out this subject in an illustrative manner and have already tried hundreds of experiments with the best results.

I will add an example to throw some light on the complete failure of violence as a means of education.

A child of nearly two years in an infants' home is not yet able to sit up or to take anything but liquid food, as he refuses everything except his bottle. The doctor, dissatisfied, orders him to be fed with a spoon. As the child will not take this, his hands and feet are held by three persons, and screaming and gargling he cannot defend himself against the food which is put into his mouth as salve in a box. You can imagine my astonishment when I, the fanatic fighter for education without force, by chance was present at this act of "lynch justice." The feeding with a spoon was stopped immediately, but behold, the child now refused the formerly beloved bottle and will scream his lungs out the moment one of his well intentioned educators appears with any kind of food. So we have spoiled the bottle feeding, instead of training the child to take the spoon.

As I have the opportunity to take part in this Congress, the programme of which includes the education of all nations towards a peaceful co-operation and mutual understanding of social, national and economical needs, I take a stand for the abolition of violence in this connection. I am absolutely convinced that anemia, neurasthenia, all

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the different forms of listlessness, dissatisfaction in the family life, in society, in working place and office, that suicides, divorce, passive resistance and terror, war, rape and murder can be traced back and attacked at the same point, and that besides the lack of understanding, the automatic rendering of the acts of force suffered, is the cause of these evils.

Thus I, in my capacity as school physician, want to add to the highly developed physical culture of the Anglo-Saxon race and to the ingenious experiment of the French who fight the lack of joy by the auto-suggestion of cheerfulness, the idea to find the fundamental problem of happiness in the conscientious choice of the educators. We have to find men and women who are able, without any violence, and in enthusiasm born of understanding and love for the soul of the child, to bring up new and lovable members of society who, in their time, will introduce the same method of intercourse into their family and professional life.

THE CHAIRMAN: Herr Redtenbacher's paper gives an aspect of school life, and I think it is borne out that schools have been rather drastically administered in some parts of the Continent. I remember the year before the war, at Brune, at the Training College there, the Chief Inspector in writing his report stated that unfortunately there had been several cases of suicide among the 128 pupils. I thought this was such an extraordinary statement that I wrote to him about it and he said there had been three cases of suicide, and, indeed, this had had a very bad effect, because, since publishing it, there had been a fourth case. He seemed to be quite unconcerned about it, but evidently it was the strain of pre-war conditions in the training college and the hard work the students were doing, and possibly want of nutrition, that was the cause. It shows, however, that the conditions in one place are not the means of judging those in other places.

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The Teacher and Her Kingdom.

Address by Miss JULIA WADE ABBOT, U.S.A.

Miss ABBOT: A complete health programme must embrace both home and school. Each institution has its own contribution to make in building up health habits. The home regime lends itself to the continuous practice of all the health habits. Repetition is a rule of habit formation. But custom grows stale without change and variation. The school supplies the stimulation of class spirit. The approval of teacher and children gives the sanction of society. Group activities in producing health plays, making posters and writing slogans, give variety and supply a motive for the repetition of habits day by day. Many a conscientious mother, who has tried to make brushing teeth a habit, has rejoiced when her child has come home from school imbued with a new enthusiasm for this ancient practice. Children's food dislikes have been effectively modified by health teaching in the schools. I know of one kindergarten teacher who was a health enthusiast and impressed upon her small flock the kind of foods that make children grow. The mother of one little girl sent her an S.O.S. call. She wrote, "You have converted Helen to spinach, when are you going to begin to talk about Cod Liver Oil? The doctor says Helen must have it." Even with the youngest children in the kindergarten, Health Education may be absorbed in the most natural way as children live together in the happy society of the school room. I heard some little children discussing a visit to a toy shop at Christmas time. One child was describing a big doll. She lifted her little hand way above her own head, saying, "She was high as that; she went way by me!" The little girl next her nodded her head wisely and said, "That dolly drank milk. She slept with her window open!" So naturally do young children carry over ideas of food and growth in their play with their own doll children!

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The interest of one teacher in Health Education is often the means for its incorporation in the whole school programme. In a city school, consisting of a kindergarten and six grades, the sixth grade teacher was instrumental in helping all the children of the school form a Civic League. Every Friday there was an assembly and representatives from each grade made reports on civic affairs. There was the sanitary committee that was responsible for keeping the school yard clean. There were reports of committee helpers in arithmetic, who tutored children who were having difficulty with problems, and there were health achievement reports from all the grades. I recall the funny, stumbling statements of the kindergarten and first grade children and the queer little crude pictures they had drawn, illustrating the rules of the game. The older children listened with the utmost consideration and respect. No child was ever laughed at in this assembly. The most important achievement of the League was the influencing children to have defects corrected. At the end of the year that school had a record of 100 per cent. correction of dental defects.

The Health Education movement is helping place emphasis upon what we know children do rather than upon what we think children know, this is true character education. More and more Health Education is becoming a regular part of courses of study. While in its early stages it was introduced into the classroom because of the interest of the individual teacher, it is now becoming an administrative unit and some school systems are employing supervisors of Health Education, and this is as it should be. No feature of education important to the welfare of children should be left to the chance interest of the teacher. Courses of study in Health Education and supervisors of Health Education mean that thousands of children will be given their first chance to build healthy bodies. The significance of these healthy bodies and alert minds to the life of the nation cannot be

over-estimated. "The health of the child is the strength of the nation."

Dr PAUL PETRI, Hungary: I was rather glad that the Chairman told me to be short, because my knowledge of the English language is very limited. I desire to speak about the sanitary conditions and health in our schools in Hungary. In regard to this, we are very poorly off. Our sanitary conditions are very bad. Before the war our education was almost purely intellectual, as in very many Continental States. Now, we will change that of course. First of all there are teachers to be trained. The teachers have to be trained in this most important subject of education in hygiene, because our teachers must have knowledge if they are to teach hygiene. Secondly, there are the conditions of life and the great misery in our country. We made a new Institution by which some of our teachers who had no appointments were appointed to visit the poorest schools. Then there are the school physicians of course. It is the custom to examine the children's eyes and teeth twice a year, but I am afraid that sometimes the examination is only an examination and is only for statistics. The physician finds how many there are who have bad teeth and he gives counsel, but whether the counsel is acted upon or not we do not know. Therefore, it is most important that in the teaching of hygiene the teacher should be actuated with the spirit that sanitary education is important.

We have many measures to assist in this. We have Parents' Societies. The parents whose children come to school form a society and we give them lectures on hygiene and about the health of their children. Then, secondly, there are the different Schools Associations. I would speak here especially about our Junior Red Cross Association which is so well-known in America. They do a great deal of good in our schools because the subject is not taught in a lesson. The children love to learn by play. Games are so important and it is an immense

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development to get these games for the children. Then we have physical education in gymnastics. We had at first only two lessons a week, but now we have two afternoons for sports every week. One afternoon must be given to children in a playground to play at what they like. We have Sports Associations in every school. Then we have a Council for physical education. We are poor, but we have succeeded in getting some money for the Council. You know that in Hungary horse races are a very important thing. Now, one fifth of the whole income for horse races must be handed over to this Association. We use that to make playgrounds and for other Health purposes. I would tell any other country that first thing in propaganda is to convince the people to believe in physical education and that only a healthy body can develop a healthy mind. I need not give recommendations to other countries where conditions of life are different. We are rather coming here to learn from you.

Mrs BEERS, Hawaii: You would think that in the Pacific we had no need of a health programme but we found that there we were suffering from mal-nutrition and so we started a health programme. Our teachers are alive to the necessity of good health as the first essential in our programme and every teacher is very enthusiastic in carrying out the work as far as we are able with our rather limited means. As in other places, we are short of money. Our aims are to develop good eating habits, to teach the children to take the proper amount of rest which includes rest in the day time, to go early to bed and to take the right exercise. I am glad to say we are going to have ten or twelve workers on each island who will direct us in our school work. The first thing that they started to do was to get the children to drink milk. In the Islands the children are not fond of milk and we have to create the appetite.

Mr WALLACE of the Incorporated Association of

Preparatory Schools in Great Britain: I think I should like to say one word of warning. It has struck me very forcibly in listening to the excellent speeches of the previous speakers, that there is the danger of making young children think too much about their health. By all means, I think, we should encourage in the teachers and the authorities great care and every knowledge of proper hygiene, but do not let us fill up the young children's minds with thoughts of how they are getting on, how their health is, whether they are getting too heavy or whether they are getting too light. Do not let us make them hypochondriacs.

THE SECRETARY: May I speak to this point? Children, of course, should not be made self-conscious about health. If we make them self-conscious, we fail. We want to make them healthy-minded so that health will be as desirable to the boy or the girl to-day as it was to the Greek lad several thousand years ago. He was aware of the glorious ideal towards which he was striving and working. We have the figures of the old teaching, and the result of the old teaching. We taught physiology and hygiene in our schools for many years but we all know the figures which we had as the result, and the late war gave us an alarming amount of food for thought. In America we had thirty-three per cent. of our young men below par. These same boys were in our schools and had been taught physiology and hygiene. We cannot breed healthy boys and girls through rules or laws. We will only breed healthy boys and girls, I am convinced, through making them desire to be healthy boys and girls.

MISS LAMBIE, Great Britain: I should like to put my remarks in the form of a question. Do you think we are going to train healthy children with the absence of that thought of always looking for health if we are going to have them inoculated and vaccinated throughout the whole of our country? The speaker from America spoke as though she admired the system we have here in Britain. . . .

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THE CHAIRMAN: I think this is a political matter that we should not discuss here. The question of vaccination is a purely political matter. It has nothing to do with science or health. I will not allow it to be discussed under the rule that says we must not discuss politics or religion. I rule as Chairman that it is a political question that I will not have discussed.

Miss LAMBIE: I beg to protest.

Health Education in Germany.

Address by Dr OTTO NEUSTATTER, Director of
Health Education, Munich.

Dr NEUSTATTER: German school programmes, as far as Hygiene Teaching is concerned, already show a marked understanding of the importance of Hygiene; they are, however, not yet at the point one would wish them to be. Besides not being very clearly worked out—which is a difficult job—and, by far, not giving all the important correlations, they take, in a varied degree, their departure still from anatomical and physiological facts, although in the explanatory remarks on the methods of teaching it is repeatedly enjoined that details ought only to be given as far as they are absolutely necessary “for an understanding; the main aim being to educate children up to a reasonable way of living, especially also to avoid intoxicating habits” (*Bestimmungen über die Mittelschulen in Preußen 1, VI. 1925*).

It is through several indirect methods that a change here begins to take place. Work in the school gardens, gymnastics, physical training, singing lessons, swimming, afternoons for outdoor games give occasions for practical health measures. Hygiene libraries in the schools give opportunity to those children who like to read and find out by themselves what is of interest for them. Collections of charts and models make use of the power of visual impressions. Experiments in chemistry, physics, botany, zoology are used to co-ordinate health teaching.

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Besides there is a growing tendency to transform health *teaching* into health *habit training* also in Germany.

A good opportunity is given in the "hiking-days." In Saxony there are since 1919 ten days in the year for the upper grades, five days for the lower grades of the high schools compulsorily dedicated to full day's excursions. Seventeen hundred and ninety-four elementary schools, by their own freewill, have taken up the same practice in their higher grades. A broad stream of hygienic habits flows out of the occasions, arising hereby from common rest, sleep, washing, bathing in the free air, dressing, eating, cleaning teeth, etc. Sometimes whole classes move out to one of the 1329 Jugendherbergen in the country, where for several weeks they all live together with their teachers and learn a healthy mode of living by example and imitation.

It seems, however, of special importance that our pedagogues begin to feel the need of reforms. One of the leading men in the line of Health Teaching in schools, F. Lorentz (Berlin), who together with Adam has edited a *Leitfaden der Gesundheitspflege* for teachers, propagates, in accordance with modern *pädagogics* and in opposition to the didactic materialism of the past century, the importance of *education to activity* instead of being satisfied to instil ideas and knowledge into their pupils' heads. Yet even these progressive educationists are perhaps not yet laying sufficient weight on the most important problem, *i.e.*, that, especially with younger children, *not health knowledge but health habits* will carry the issue through to success. Hygiene instruction in fact has more likeness with moral training or preaching than with instruction of what the body is like or what functions the different organs have to perform. We must give the children an exact idea *what to do* and *how to do it*, and when they are older we may aid this training work by appealing to all possible intellectual resources and to the good common sense to co-operate towards that most important aim, *i.e.*,

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to make health habits so customary that they become a kind of second nature to all, and that therefore *Health Education* should not be limited to certain subject matters and hours in the curriculum, but *should permeate in its practical applications the life of the child in school, at home, and in public life.* To find the proper practical correlation between formal instruction in this subject and the habit formation so as *not to add merely a new item to the old educational subjects* will be the great task that has to be accomplished still in Germany to-day. To reach this goal the crucial points are: to get sound synopses for the teachers of what health-truths they ought, by eternal reiteration, to instil into their pupils' minds and souls, and a thorough instruction of our teachers in the art of health-habit-promotion, the former being a matter of consideration for the hygienists, the latter one for the psychologists and pedagogues.

The meeting then closed.

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Wednesday, 22nd July.

Chairman : Sir W. LESLIE MACKENZIE, Edinburgh.

THE CHAIRMAN : I do not intend to make any connected or extended statement this morning on the question of Health and Education. My intention here is simply to be the medium of introducing to you Dr JAMES KERR. When a few weeks ago Dr Kerr asked me what I was going to say from the Chair and what my subject was to be, so that we might not collide over the same area, I intimated quite shortly that my subject was to be him, and I keep to that proposition. Dr Kerr is one of the great creative pioneers in the whole question of the health of the school child. There is not any man in Britain and very few in the world who have put forward a greater number of fruitful ideas in the management of the health of the school child than Dr James Kerr. He began in Bradford, and of course being a man of great originality and purpose he started there a great number of the institutions and the methods that we are now accustomed to work into the system of medical examination and treatment of school children. As a specialist in two or three lines and in school work he is what one might call a specialist generalised. His work in the London School Board before its functions were absorbed by the London County Council was so striking that his reports, for their originality and their thoroughness of detail and their freshness of suggestion, have literally gone round all the world. I am quite sure that there is not on the American Continent or in Britain or in the principal countries of Europe any man whose work among school children is of greater value than the work of Dr Kerr. Dr Kerr is now in a position of greater leisure and less responsibility, and he is in the position to give us the reflective outcome of a long lifetime in the superintendence of growth, for that is the real name for the medical examination and treatment of school

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children. Consequently you have the privilege of listening to-day to a man who makes no random statements. Everything he says to you that may assume a dogmatic form for the sake of brevity is the result of a long lifetime of interested experience. Now, that is a great privilege for us because personally I count Dr Kerr among the great creative pioneers of this movement. Any part that I have taken in it had been rather to help towards the organisation of the official side and the management of the details, but he was working long before any of us thought of medical inspection at all.

Miss Jean was anxious that I should make some general statement on the broad question of health and education. For my own part I am not partial to broad general statements, but I may say this, that one of the great features of these two congresses in Edinburgh during the same week is that the physical side of health is represented in the congress of the Royal Sanitary Institute, and the mental side of health is represented in this great Federation of Educational Associations. One prefers to see the great general idea working in the concrete, and that is why the detailed discussion of a section like this, led by a man like Dr Kerr, is sure to have the best results. I must excuse myself for being so fragmentary in my statements, but I felt that nothing I could say would be in any way equivalent to anything that Dr Kerr could give us, and I know that he will put before you the distilled products of a ripe and extended experience.

Summary of address by JAMES KERR, M.A., M.D.,
D.P.H., London.

On the lowest grounds "Health is Wealth." Children are potential citizens. We want to see, and it is our duty to secure, for each one education and health.

The limits of this duty should be preparation for the

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full and efficient citizenship the State requires. All beyond this is education *de luxe* and a private affair, or a State speculation.

The purposes of a school medical service are two separate aims:—

Discovery of results, costly but precious.

Administrative inspection as cheaply and simply as possible, but sufficient to guarantee normality in each child.

The doctor should work with a team of trained nurses, and if medical assistance is needed for routine work it should be the part time of general practitioners.

Statutory provision for school hygiene was obtained over the head of the Minister of Education in 1907. In England the mistake was made of combining it with the sanitary department. Still, our children are better now than those of twenty years ago.

War rationing had great effect. The pre-war senior county scholars had miserable physique; now, there go to the Universities jolly, well grown lads and lasses.

The physiological benefit from rationed diets has shewn in physique. England as a whole is rich, but its people are poor. Two-and-a-half per cent. of the deaths reported last year accounted for 79 per cent. of the wealth left.

Nutrition is the chief health matter for the school child. Nutrition is not only food, it is also exercise, rest, and the open air and light. Space is wanted. English classrooms average the smallest in the world. Development is a continuous educational process, and with school hygiene, should be entirely under education authorities.

Pressing advances needed are in care of the pre-school child and provision of nursery schools.

With plenty of space and open air, the nursery schools would reduce our zymotic and other childish death rates.

In the pre-school age the beginnings of disease come. Tuberculous crippling could then be stopped. Mental cripples could often be straightened out by habit clinics.

The conspiracy of silence and mystery about sex

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creates complexes. Education must give this knowledge from the earliest demands, not in school classes, but fully, freely, without evasion or suppression, in allusions, references and articles in books, dictionaries, and cyclopaedias, so that when a child needs the knowledge of the commonest thing in life, it can pick it up without fear or emotion. If it does not need it, the knowledge will be passed unnoticed.

Inferiority complexes are perhaps worse. In England the child who goes to the elementary school is branded with the accents, tones, and ideals of inferiority from the start.

In the unstable this is at the root of much inefficiency, delinquency, and crime in later life.

There is only one cure. Each child, prince or peasant, must be conscripted for five years as a scholar, to be taught the vulgar tongue, and his duties as a citizen, in the State primary school.

The school should be made good enough for everyone. They would become Temples of Health. There would then be no cheeseparings in education or health, but all would strive for the best, in bringing about this brotherhood of the people.

Miss ELSIE DRUGGAN, U.S.A.: I will tell in a simple way something of what we are attempting to do at Ohio University in health education, and in caring for the health of the individual students who come to us.

Ohio University is but one of the many educational institutions in the States supported by public funds. The University consists of two colleges, one the College of Arts and the other the College of Education, the function of the latter being the training of teachers in the teaching profession. Previous to three years ago there was not in either of the colleges any health education. There was indeed no students' health service. By that I mean that they had no nurses, no doctor by whom and from whom the students might receive aid.

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Little more than three years ago the Principal of the University invited me to come to the University and establish such service. The original plan did not appeal to me inasmuch as I had seen so much of hospital work and knew and felt something of its futility; whereas it had occurred to a great many of us that we might better expend our efforts at the other end in seeking to prevent some of these ills. So I made another proposal, that I might have the privilege of inaugurating a health education programme for the teachers and prospective teachers who came to us, in the hope that through them we might disseminate some of the knowledge with which the medical profession was already quite familiar but with which the great public was not familiar.

I am sure that what we are doing to-day at Ohio University is only an example and not a model from which others should copy. The interest lies in what we may hope to do.

At present our work consists of two phases—students' health service and health education. The students' health service is supervised by graduate nurses. We have no physician in charge. For reasons rather varied it seems at present to our President to be wise, but we have our infirmary sufficiently large to care for all ill students, supervised by graduate nurses. They in turn call in such physicians as the students themselves may choose. That, we may say, is quite satisfactory for the present. Then we come to the more important feature of our work, that of teaching teachers to teach health as they go out into their various communities and schools.

I think it is unnecessary for me to indicate to you the wisdom of such work. We will assume that the question arises as to the proper place to teach it—the home or the school. Personally I am sufficiently old-fashioned to believe that it could best be done in the home providing all mothers were sufficiently qualified to teach it and to see the necessity of the teaching

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Unfortunately we find that not to be true. Hence the wisdom of transferring it from the home and from the mother's shoulders to the school and to the teachers. The question might be asked, "What has been the reaction of the teachers themselves towards placing another responsibility into an already overloaded curriculum?" I can speak only from personal experience in that respect, having had to do with several hundred teachers in the past three years. Our school is a comparatively small one, sending out something like one thousand teachers every year. At the first semester after organising the department we had about eight enrolled in the new course. To my surprise and great pleasure in the second semester we had seventy-five. The following semester, still purely elective on the part of the students, we had 125—ranging from that to 175 and then to over 200 until last year, when it was made a required subject for all prospective teachers in the department of education. That in itself indicates that the teachers are quite willing and quite anxious to take another responsibility, and pass on to their students that which they know.

The simple laws of nature comprise our syllabus. I believe that the teacher who teaches health, and particularly the teacher who teaches teachers, should have as a basis a pretty thorough understanding not only of anatomy and physiology, but of chemistry, of biology and of psychology in order that she may prepare a basis again for those teachers, that they may understand why these laws of nature are true. In our Universities we co-ordinate these subjects in such a way that the teacher can better present her health material. The students themselves will often ask the question: "Define health? We talk so much about health, but what is health?" We have many definitions for it. We can turn to almost any of the dictionaries and we find a negative definition—freedom from disease, for instance. But such a definition is unsatisfactory. I should like to quote from Dr Williams

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of Columbia University. He has given a definition which I prefer above others: "Health is that quality of life which renders an individual fit to live most and serve best."

The Rôle of the Doctor, the Nurse, and the
Teacher in a Health Education Programme.

Address by Dr LE ROY A. WILKES, Austria.

Dr LE ROY A. WILKES: The preservation of health is largely a matter of education and practice. In my opinion there are three important factors whose close co-operation work toward the accomplishment of healthy living. First, I should like to name these factors and state that each one is so necessary in the general scheme of health preservation that I can not establish, to my own satisfaction, any proper order of precedence in naming them.

Logically, I believe we may first name the doctor, because his training and experience fit him to supply to the other two factors the subject matter and practices needed for the education of the people in health preservation. Next I should place the nurse (or whoever visits the home) to interest the parents and obtain their co-operation by showing to them what they are expected to do and how they are to do it. I should name as the third factor, quite as important as the other two—the properly trained and competent educator, whose knowledge of the "language of the child" enables her to inspire children with the desire to raise their physical standard and at the same time shows them how to do it in a way which makes it attractive and appealing. May I illustrate by a simple example how several factors may unite upon a common purpose and divide their work into chosen fields in which each may concentrate his energy and ability. One person may compose a beautiful song, and be unable himself to sing it; another may possess the voice to sing the song, and still another may publish and sell it. Sometimes a

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person can do two or all three of these things, but that is the exceptional case, and we are discussing general plans for everyday application.

In my experience I have met many doctors talking in public schools to the primary and elementary grades. These men were sincere and capable in the medical field, and the material given usually was good, but the children got little out of the talk as it was "over their heads." Doctors rarely have the pedagogical training necessary to get over their message to small children. I have heard very good teachers presenting in an admirable manner health lessons, the subject-matter of which was, I would believe, obtained from a source which was unreliable or else hopelessly behind the knowledge gained in the last twenty-five years' progress in the medical field. Teachers need the help of experienced public health doctors in their choice of the pertinent subject-matter. The good nurse learns how to get into the home the messages of the doctor and teacher, and at the same time to win the parents' respect and confidence by her unselfish interest in their health problems and the applications most necessary in the individual case. The causative factor in each specific case of departure from health is often found in the home, and is sometimes not mentioned to the doctor, as its significance was never suspected by the patient. In this way other members of the family may be saved from similar illnesses.

With a full appreciation of the functions of each of the three factors as outlined, it is not difficult to see that while the field of activity of each worker is quite definite, the work must be correlated and conflicting advice, plans and personalities must be avoided if the full measure of success is to be achieved.

This general plan of health education I have seen working very satisfactorily in several places. In other places I have seen it rendered almost useless by the

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attempt of one of the three factors to dominate and control the situation, instead of "playing the game." Like every other plan, it required the right type of persons to carry it out most successfully.

I know from considerable practical experience that health education properly and continuously conducted as a regular part of the school programme and supervised by a specially-trained person whom you may call what you will, makes the work of the doctor and nurse easier and far more effective.

I cannot understand how such an important subject as health can be omitted or even unduly curtailed in any plan for instructing the children in the public schools of any country.

MISS HESTER VINEY, London: If I may be permitted a personal note may I state why I am here to-day? It is because I am a fully trained teacher, trained by Miss Charlotte Mason of the Parents' National Education Union of which I am sure many of you know. I am also a fully trained nurse, trained in one of the Nightingale schools—St Thomas's Hospital; I am a qualified midwife and a public health nurse, and it is for that reason that I have come so very closely in touch with health education in school work. That is the reason why we at the College of Nurses are so anxious to play our part in formulating some scheme for health education. The subject is important because it is a fundamental of health. But we have to go to the foundation, and the foundation is education in health in this country.

What I feel about public health and education is that it is not yet started. Because the work is fundamental, we must do something that the British race dislikes doing very much indeed—Change. What is it we have to change? We have to change every school, every teacher and every educational method. We have to change the whole of the education and the training of every doctor

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and every nurse in this country. We have to alter every doctor and every nurse in their outlook. We have to alter every parent, every child and every home, and we have fundamentally to alter the laws of every country.

What does perfect national health involve if you think of it in its widest sense? It involves the doctrines of Christianity in practice. We meet it so often in theory. Health education and the nurse who carries it out in school or clinic must never be divorced from the home. I have seen schemes in practice where the work carried out in schools—medical inspections and school clinics—was admirable, and yet it failed because the nurses were cut off from the home. The nurse must be in school and home if she is going to have her full scope of influence, and create that demand for health in parent and child. The evils before the war were the prime evils that we are trying to deal with now. We have got to look forward and not look back.

The nurses have never yet been given their chance in public health. We are getting it now. You are feeling all over the world the sudden awakening of woman to the consciousness of her power when it is organised. Woman has always had the power; she has not always used it. It has never been organised till now. A combination of determined women is an awful thing. Suppose women determine that they will have health. You will not stand up against them very long.

I think the actual teaching of health subjects as health subjects should be taught by the nurse in the school because she has her hand on the work and knows it. Education in health must have the co-operation of parents. I remember the teacher telling me that she started in one school on health education with great enthusiasm. She started on Monday morning and on Tuesday she had a note from one of the parents which said quite briefly: "Honoured Miss, Liza knows a great deal too much about her innards. Please stop it."

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THE CHAIRMAN: It is something to the credit of the medical profession that through the operations of General Gorgas—one of the most genial men I have ever had the privilege of meeting—and some others, Panama has been converted from what the world came to regard as a death trap into a health resort. People are now going to it because it is one of the healthiest places in the world.

MADAM DE CALVO, Republic of Panama: I have to thank Miss Jean for the opportunity she has given me of appearing before you and telling you what we are doing in our country in relation to health in our schools. Perhaps some of you have been surprised to hear that a lady from Panama has come to this Congress, and really it means a great deal for a country like mine to be represented in such a big and important meeting as this. Being so far away it is very hard for us to get information about the educational movements which are going on all around the world, but I can assure you that although my country is a very small one she has people who are very willing to respond to all the good that is in the hearts and minds of other people.

We belonged to Columbia till the year 1903 in which year we got our independence. Immediately that new era was opened to us we started the works of the Panama Canal. One of the things which really brought success to such a wonderful work was certainly the health campaign that was done by the American people there, at the head of which was General Gorgas. Since that time our country has become one of the healthiest countries in the world. We do not have any diseases such as yellow fever and malaria, diseases that killed so many Frenchmen when they tried to build the Panama Canal. We really have to recognise that we owe to the North American people our health conditions, because they certainly have done the work. The only thing that was lacking was the health campaign in the schools. Two years ago Miss Jean went to Panama City with Miss

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Julia Abbott, and I was lucky enough to meet those two ladies there. At the same time I had been appointed a supervisor of the training school for teachers and what we call the vocational schools there—that is the trade schools for boys and girls. Then of course I had the opportunity of bringing to the school some of the inspiration that these two ladies gave to me when I spoke to them of health work. They gave me the literature of their work in the United States, and I started to work out a health programme for our normal schools. The programme was put in practice and it worked out so well last year that the Minister of Public Instruction asked me if I could work a health programme for the elementary schools. I did this in association with some doctors in Panama City, and now we are working out from the kindergarten up to the normal schools a full health programme which provides a full examination of every child. That examination has to be made twice a year. The programme provides for exercise and rest, breakfast for poor children, milk distributed to all those who are under weight, and many other points which the health programme in North America includes. The principal point in that programme to me is this, that in our training college for teachers the last group of boys and girls who graduated had, at the same time as they had their certificates as teachers, certificates from the doctors saying that they were in such a healthy condition that they could be teachers. From now on that certificate will be an essential condition of a boy or girl becoming a teacher. If they do not have that certificate they cannot be teachers even if they have gone through the whole course and have high marks.

Madam KAISER, Belgium: We do not lead in Belgium, but I think, after hearing what you have done, that we are very close to you. We have in Belgium a National Children's Association which was created by law. That gives us the right to go into every little community in

Belgium and make them do things for the children, from the pre-natal stage till the children are fifteen years old. In Belgium the nation takes care of all the children. We are a very small country and we can centralise the work, and that, I think, is a very important thing. We have nearly one million children in Belgium, and in that work we have twenty-two millions to spend on them. That is only one little work in Belgium, but if the communities or the towns do not do things we can do it and make them pay for it, so the children get it all the same. I have been in the United States also, and I must thank Miss Jean and the Child's Health Association for giving me clear vision of the work that they have done there. Each year we take a special thing to do. We took the question of milk last year. We had conferences and we conducted propaganda among the people of Belgium. This year we will try and educate the big boys and girls to be good fathers and mothers. I think that is an important thing to do.

Miss ROBINSON, London: There is one point that has not been touched on in this morning's discussion, and that is the effect of study on the school child. We are at the present moment met in a country where the pathway from the primary school to the secondary and on to the University is more or less a broad highway, but in our country of England it is not so. The children have to pass from the primary school to the secondary by a very narrow ladder of competition, and the competition begins when the small child is aged ten. Dr Kerr said in his address that accuracy in the junior section is an abomination; I think you can quite see that with such keen competition it is impossible for the little child to get accuracy without extremely hard work. The teacher may be, and I hope usually is, wise enough not to allow the little children to press forward too fast, but the teacher always has to reckon with the parents, and also with the child herself. The child, particularly the

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girl child I think, is very keen not to be behindhand, and if by dint of hard work she can obtain a scholarship to take her to the secondary school she will strain every nerve to do so.

In the secondary schools of England at the present time they are trying to eliminate competition even for the girls of fifteen and sixteen, but the little child in every primary school has to be prepared at a certain point in the school. If it has reached that point at the age of ten it has to enter for an examination. I feel that it should be given more into the hands of the teachers to decide which children are capable of profiting by further education. I think that what we should aim at is that there should be in the future an automatic passing from the primary school into the various types of secondary schools—not necessarily what is nowadays connoted by the term secondary, but some further stage which shall be superimposed upon the primary. At the present time the curriculum in some parts of England for the children of ten is an extremely wide one, and, I think, from the point of view of the health of the child this matter should be considered.

THE CHAIRMAN : Before we break up it is suggested by the President, Dr Thomas, that the feeling of the meeting might be condensed into a resolution.

Miss LUCY OPPEN : I move that the Chairman of this meeting be authorised to appoint a small committee to consider a resolution.

This motion was adopted, and the meeting then terminated.

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Friday 24th July, 10 a.m.

Chairman: Miss SALLY LUCAS JEAN.

THE CHAIRMAN: This Session was planned later than the other sessions with the hope that some specialist who had a message interesting to the health section would have an opportunity of presenting it to us.

MISS EDNA WHITE, U.S.A.: For the information of those who are not familiar with our American schemes of education I want to emphasise that the training I am discussing is not the general training that is offered, but the training that is given to a specialised group intended for the most part as guides in teacher training institutions. We have, as you know, emphasised the subject of nutrition. We started a good many years ago to look at the problem in terms of preparation and there were established throughout the East cooking schools. From that have come the Departments of Nutrition which we have in such Universities as Yale and Columbia. In other words that particular phase of the work referring to and including the selection and all the problems relating to nutrition have expanded until now they form large and flourishing Departments in the well-known Universities in the States. We also have in connection with our Universities, Departments known as "Home Economics Departments" where the undergraduate students—the students preparing for Bachelors' degrees—may receive instruction. These Departments, of course, are common to practically all the State Universities with a few exceptions, so that in considering this problem you must think of it as a field of work by which the student is prepared to deal with these problems through a preparation in science. These students who will carry out this advanced work must have had a background of biology, chemistry, physics and in most cases, bacteriology, and a considerable amount of specially developed physiology before they carry out

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the work in nutrition, so that they come to us with an unusual background. The Departments in the universities I have mentioned—Yale and Columbia—are for the most part graduate Departments. Yale has graduate student only, so that it does represent an advanced type of work.

Now, I shall speak of the training given in our individual school because that is the training that I know best. There is no reason for having such an advanced type of training and developing it in the way it is developed unless one can make application of it, and so it becomes our function to see that the students understand the principles that have been developed in the scientific training in practical application of feeding groups, particularly small groups of children.

Now I want to state in relation to our children that our material is planned very definitely and stated in technical terms so that you can see how the students develop it. Our children who range from two to five receive from eleven to thirteen hundred calories per day. The dietary is planned in that way. Of those eleven to thirteen hundred calories we plan a ten per cent. programme. That is taking these things technically. One must not attempt to get that over, of course, in that form. The students, certainly, must have their background but they must translate this dietary into definite foods and foods prepared in certain definite ways. They must understand the food value of different materials. When you come to prepare food and put it on the table it is modified physically by preparation and all these factors must be taken into account. So we get up for the benefit of the parents and those who are less technically trained a definite statement with regard to the way in which our dietary is planned and it is based on that definite plan. We use a quart of milk daily. Each child gets two-thirds of a glass at school. The child should have one glass of

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milk for breakfast and one for supper and the balance introduced in other ways. (Miss White then detailed the dietary which was given to the children).

Now this is just about as specific as it could be. In planning that dietary the student must tell us in definite scientific terms the amount of protein, the amount of fat, and so on that are provided, and in what form. We have a definite system of getting the correct amount of phosphate and iron. We are in a belt in which we must provide iron, so on Monday morning the children have a little food with iron in it. We use that iron salt because we do not use a great deal of ordinary salt in the children's diet, so the student knowing of these things, must think in terms of raw food material and lastly in terms of prepared food material. Now we insist that the students eat with the children, because you may prepare all these things and then discover that for various reasons, some psychological, some physical, the child will not have them and so that is a part of the problem which has also to be investigated. Each student must, therefore, eat with the children and see what happens. We must be very careful with regard to the amount the children eat so that we know approximately the amount of the various nutrients in this food and the student keeps a record so that we know whether the child eats all the portion or whether it only eats half of it and whether it asks for a second helping. We must have active records in order to note this. That is a very close approximation to the real thing and it enables us also to get at the psychological problems of feeding. I do not know how definite they are with you, but they form, particularly with the only child, a very definite problem. Many psychological problems of feeding are easily attended to. The records are very carefully kept and they are entered for each child in concrete terms so that we know approximately the food that child is getting. Then at certain definite intervals we send

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home a report so that the mother may know what that child is getting, and, because we are wishing to increase her responsibility, we ask her to keep for us at certain times a record of what the child has at home.

Now the last of the things the student must get out of this, is the test. What type of child have you produced if you keep up the growth course? What about their weight and height and the general tone of the children's condition as indicated in posture and in teeth and jaw development? All these problems must be interpreted by the physician and by the student so that they may get a picture in their minds of what result you get from a regimen of this kind. Now the regimen must of course include not only the food problem but also sleep and rest and exercise. We get from the mother at home, day by day, a record of sleep and breakfast so that we have that also as a matter of information to add to what the student has. So we try to measure the type of child physically, mentally and socially because, after all, social re-actions are complicated by all the physical re-actions that you have. When we have finally done, we not only have trained our students scientifically in both the procedure and the results, but we have also given the mother a very definite basis for the continuance of the regimen.

Miss GLEASON, U.S.A. : I would like to know whether the luncheon is given at school.

Miss WHITE: We have a nursery school. The children are between two and five and they stay with us during the day because we are interested in planning a regimen that is desirable for each child. In so doing we give them cod liver oil and fruit juice in the morning. Then at noon we give them what we regard as the principal meal of the day and the mother is fully informed always as to what that is.

Miss BELL, U.S.A. : I would like to ask if you take

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into consideration any physical defects the child may have.

Miss WHITE: We have a very unusual physical examination. We do not do creative work. We merely show the parents what creative work may be done. We regard that as a part of our co-operation with the parents and we do not take children without co-operation. They must correct the defects within a reasonable time.

Miss PYRTLE, U.S.A.: I should like to know about the rest periods.

Miss WHITE: The children have their noon meal and finish at approximately one o'clock and they are all upstairs and all done at half past one. Then they rest until three. Sometimes a child will rest a little longer, but they always rest until three. For the most part they will sleep. We very rarely have a child that does not sleep, but they learn to rest if they are not sleeping.

Miss PYRTLE: May I ask if the under-nourished children do not have a morning period too?

Miss WHITE: Our children are normal children from normal homes. We very rarely get a child of that type. I would agree that that was necessary if they were not normal.

Miss FLORENCE HOLBROOK, U.S.A.: I have a school of eleven hundred and sixty negro Americans and the trouble is that their health habits are formed for ill health. They will take ice cream cones for breakfast and come to school with only that to nourish them, or they will have a dill pickle with a long stick of candy poked in so as to have the sweet and sour combined. They know the beauty of combination and variety in their food. I am trying in every way in my school to have the children form the desire for good food. We have a cooking department for girls and we are going to have the boys cook too next year. When they go through that department they will learn a lot about what they ought to eat. Then as to clothes, I have had to take three or four

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garments away from one boy and I try to train them to dress in the way of thin clothing as the girls do. These children have mothers who go to work. They are left alone in the morning. They do not know how to cook. They buy almost everything in the *délicatessen* shops. What can I do to make them desire more and more to eat the food which is good for them instead of that which is easiest to get? Can you tell me what I should do with boys and girls of the negro race who are from eleven to nineteen years of age?

Miss WHITE: I am afraid the real answer to it is that you have to educate very gradually and the earlier you begin, the easier it is. I think that some of the Chicago people do quite a bit with their school education where they have a junior group. I think that is more easily done when you are teaching in groups. I think a very great effort was made to give them some idea of the right things and then they made a special effort to make the foods that they ought to have attractive and the others were put out of sight. Something of that kind can be done if one has a lunch room. The other thing is a matter of very slow growth. I do not know that I have a great many suggestions to offer, except that the teacher's point of view, the teacher's attitude and the teacher's practice are very important points. I think children of that type as well as all others are receptive to the teacher's practice and interested to a very great extent.

Mr ALLAN, Great Britain: I would like to ask a question from the economic point of view. It would be perfectly useless for us in England to recommend the mothers that they should give their children a quart of milk a day, for the simple reason that we have families in the agricultural districts earning thirty-five shillings a week, where there is the man, wife and five or six children. They could not purchase the requirements of such a nutritional programme as has been outlined, how-

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ever beneficial it might be. The question is whether it does not become a problem for each country where they have got to take into consideration the economic conditions in the country itself.

MISS WHITE: My answer to that would be that I would not for one instant have you think that our programme would do in every part of our country. You must realise that the job of the nutrition specialist is to study the conditions in the country, economic as well, but if you do not get the quart of milk, then you must in some way give its equivalent and see that it gives the requisite bone formation. You do certainly have the problem and it would be the task of the nutrition specialist to study your conditions and to make recommendations of the foods that would be available.

THE CHAIRMAN: I would like to add that it has perhaps not been made clear that the eating in groups is one of the simplest methods of forming good habits. The children will eat, in the group, food that they will scorn at home on their table. Because of good competition it is possible to get them to want and desire and be willing to eat the food that the other children are eating, even though they have thought that they do not like it. Therefore good school lunches form one of the very best methods of getting children to eat the desirable foods.

MISS MURPHY, U.S.A.: In connection with the question that was raised by Mr Allan and Miss White's answer, I would still feel that the standard should be held up and that the social agencies that deal with these groups that cannot come up to that standard should thereby raise their own standard of relief. I know that that has actually been the case in several communities where social changes—either through the church or the pensions department—have assumed a new standard of living for their families. Thus extra payment has been granted in the Court to pensioned families as necessary because of

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the recommendation that the family needs a certain amount of milk—so much per child. The Budget Department for the Charity Group and for the Pension Group has, therefore, been raised. The pension is a certain sum of money granted by the Court to the mother who is a widow. It is so much per child, so that she may remain at home practically the whole time and do a little work and take care of her children up to the working age. It is budgeted so much for this and so much for that and I know that it is a fact that an entirely new point of view has been based on the nutrition of the children and their requirements. Therefore I would make a plea for not lowering the standards too much, but for raising the relief.

Mrs PAUL GIBSON, Ceylon: I should like to mention in connection with what Mr Allan has said that my difficulty is something the same as he suggested, only considerably exaggerated. My problem is to try to train and help teachers and parents to feed the children, particularly in regard to rickets. The idea of diet in Ceylon is a purely farinaceous one—that is rice—and there the boys and girls refuse to take milk.

THE CHAIRMAN: We all know the difficulty of securing the proper food in any one country and it is particularly difficult in some of the eastern parts of the world.

Miss WHITE: The lesson from all this is that there must be people studying the economic conditions and the valuable foods and to reconcile that with the absolute needs of the child, because in every country that problem exists and I think unless you have someone who thoroughly understands the scientific requirements of the child, the teaching of the lay people—the teachers—who are probably not scientific experts, may be fallacious. Therefore every country needs such people studying the problem.

Miss HOLBROOK: We felt in Chicago that so much misunderstanding existed regarding the treatment of the negro in America among white people that we would like

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to have it known that we do something besides lynching them. Throughout the whole United States, the great question of the education of the negro is being considered in every possible way. We are very deeply interested. Enormous sums of money are being spent. I do not wish to bore you, but one of our clubs handed me over the books which I have given out to you, entitled "Negro Advancement in the United States." I have a group of eleven hundred and sixty children, forty of them being white children and the others negroes in my junior high school. They are a wonderfully interesting class to teach and I am just in love with my work and enthusiastic about it. They are graceful and genial, courteous, dramatic, artistic and musical and they can do great work in mathematics also. They have no background, of course, such as the white races have had for many years and yet they have the advantage of living with cultured people, and it will be greater as they go on. I feel that we should begin with these problems right in our own homes and see that we treat the peoples who live in our own separate countries, who are different from the rest of the country, as we would like to be treated, so we are more and more feeling the responsibility. That led me to ask our Chairman if she would let me have a few minutes as a chance of presenting to you these little pamphlets. I want to thank the Scots people and the English people for their courtesy and kindness to all of us. I am specially grateful, because in 1908 I was over here as a representative of our Government visiting the schools and I received such courtesy then as I have never forgotten, and I knew it would be given again at the present moment.

Miss ANITA F. DOWELL, U.S.A.: I should like you to permit me to say that when I had a chance to say thank you, that "thank you" included a very deep sense of appreciation of the American Child Health Association and the Metropolitan Life Insurance Company, who

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made the fellowship which I got possible and also that of Miss Jean who realised just what the experience could mean to a teacher of Health Education.

As the subject of discussion, I have chosen the "Teaching of Health Education in Teacher Training Schools." I am omitting entirely the physical education and medical examination which form the basis of most of our health programmes. At the very first Conference held in the United States ten years ago, promoted by the American Child Health Association, certain standards were set up for health programmes in Teacher Training Schools. One of these standards was that students should live hygiene. I believe it has been thinking along these lines that has been the basis for many of the health education programmes in our Teacher Training Institutions. There are three very important factors to be considered, first, the selection of courses, second, that these courses be so organised that they play a part in the student's own life and in his teaching of pupils, and third, that the Health Education Department secure the participation of other departments in this work. We have felt in our country that there are certain conditions which should be considered very carefully. We have in many of our normal schools two or three year courses. Now in such two- or three-year courses, ninety-six hours is usually the maximum that can be given to Health Education. There is nothing given to physical education. You can see that under these conditions we must choose just what we feel the teacher needs most. I have known in one school a very good course of nursing to be dropped just because there was not enough time for school hygiene which was absolutely a necessity for the teacher going into the elementary school.

Then the facts of personal and school and community hygiene are shown in the light of modern scientific thinking. The points of emphasis are quite definite in various Institutions and we have in one of our States

one- or two-roomed elementary schools where the teacher is usually held responsible for the sanitation of the school building and even its surroundings. There is a building programme going on in the United States and yet some of the schools are quite old. They have not been reached by this programme. Due to the construction of such buildings and to the very limited equipment which the School Boards often give teachers, the teacher is confronted with ever so many difficulties in initiating practice in health laws. Therefore, in order to understand the teacher's problem and in order to link the practical situations with some of the facts we feel that the Health Education instruction must be analysed very carefully. Of course no matter how well organised the courses happen to be we must make efforts to see that these courses really play a part in the teacher's own living and in his teaching to pupils.

We have gone about the first of these problems in two ways. We make efforts to improve the living conditions of students. A survey was made of the school. This was not just a survey by those in charge of the building, but by those in charge in co-operation with the Health Education Department. We made efforts to secure certain things. The diet was improved. An increase was given in diet so that now we allow a pint of milk for each student in the day. We have no way of seeing that the students really consume their pint of milk of course. Then we include bathing facilities in the schools and also try to provide in a much better way for the student to be relieved of excessive work in connection with his health programme. That was given careful study. We had data presented by students giving the time they spent in studying, sleep and recreation. In order to check up on it, the teachers also estimated the amount of time that they required or what was right for preparation of their subjects and we compared these results with Dr Bradley's proposed

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programme of normal school studies. That was the latest one at the time this survey was made. As a result we cut down the amount of time that students would require to spend in preparation of studies. That meant a very careful definition of preparation. Then we increased the hours of sleep in the dormitory and tried to encourage out-of-door recreation. In order to help the special matter that the teacher takes up or the student takes up in the training course to carry over into the character training of pupils I think we have two very desirable principles, first, in the period of participation, and second, in the actual student teaching period. Both of these courses are given in most of our teacher training centres. In order to secure attention to the health work we planned the course and the student is graded for student teaching, and also graded for health work during the student teaching. The elementary school in this way provides a laboratory where he can carry on his health work in connection with the elementary school programme and it is in this way we hope the student will learn to consider health in connection with the other things on the programme. This of course has depended very largely on the training teacher to supervise and to really help in training. The Health Education Instructors are not able to give careful supervision because there is not time for that. They do some supervision and they hold Conferences with the students, but in the main, the training teacher has to take charge of it.

There was one thing in connection with the training of students to "live hygiene" for themselves and that was that we tried to introduce health scales in our schools whereby the students could measure their performance in health habits and gauge their own growth. These scales present this difficulty, that we find all the while that we have to encourage some of the students to perform the habits and also to keep the records. We have no

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one record that appeals to every student in school and perhaps there will be a lot of time before we find a method that appeals to some students. The methods that seem most effective have been those where we allowed students to discuss the problems when they met in connection with the scales and then the physician and the nurse and the health and physical education instructors solicit individual consultations in regard to the scales. The students who came to us were usually those who had defects that had been discovered in their medical examinations. That has been our plan to build up good habits.

I think, probably, that you have noticed in this very brief description, that we have tried to use other departments. The students' adviser can help in connection with scales. The Instructors can give data in our programme of study and we have felt very much the need of using other Departments. I think I might make the very sweeping assertion that no health education problem can succeed in really tight compartments. We tried to secure the interest of others in our school by the organisation of the Health Programme Committee. This Committee is regularly appointed as all Committees are by the members. These members are selected from different departments that have to do with health represented by the physical and health education, home economics, psychology departments, etc., and also from those that have the care of dormitory regulations—the Social Director, the Nurse, the Physician and the Dietary Superintendent. The work of this Committee is exceedingly varied. We expect it to take care of all the problems of the environment of the school and of individual students. This was the group that started the study of the school buildings and of the school programme itself. During the past year they undertook to see if the activities that were going on in the school could not be made more effective to the health students, and so

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a Social Committee was appointed. They kept the balance of activities for the various organisations. The Social Committee also consider the advisability of certain proposed forms of pleasure that the students wish. On the recommendations of this Committee they passed laws that prevent the excessive participation of any one student in extra-scholastic activities. These are just a few cases of their work. The Health Programme Committee in our Institution is in its infancy. It is just two years old, but we have a feeling that it can be really a most potent factor of health work in schools. We have found that because of its meetings where we discuss problems of health the Departments have done more successful and more efficient work. Then we have been able with some of our problems to discuss the whole effect in regular faculty meetings. The whole of the Health Education work is to help the student to live as efficiently as possible. It seems to me that for the accomplishment of this aim the course presented in Teacher Training Institutions must be very carefully selected and that an effort must be made to promote the student's own health and to interest him and make it seem worth while for him to practise health laws for himself. We also feel that such practical experience as can be given should be devoted to the care and training of pupils.

Professor KENWOOD, London University: I have been very interested indeed to hear the scheme of Miss Dowell, which I think is admirable in many of its aspects, but it seems to me that it is likely to fail somewhat in the way in which our own scheme in connection with our Training Colleges for Teachers in this country failed in the subject of hygiene. The students learn the habits of hygiene and the scales, because that, of course, is the object of the training of the teachers. The ninety odd hours which is the maximum I understand which may come within three years of training, is, of course, sufficient to give a very good and fair knowledge of hygiene to

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a teacher, but the problem with us in this country would be to train the school teacher so that he or she would be able to do just what was wanted more particularly in the direction of what Miss Dowell so very properly called the building up of public health habits. The question which I want to ask is this, whether you in America have formulated any kind of scheme arising out of this education, for preparing for the teachers suggestions as to the way in which they should do this work. I think some of the most effective work in this country at the present time is done not by treating hygiene as a separate subject for our school children, but by introducing it in the way of corrections and conversational digression at times. If it is to be taught as a special subject, however, is it not well that the educationalists, the hygienists of experience who know really what matters, and possibly the sociologists and the social workers should come together and produce a suitable text-book guide—brief, but suitable for the purpose of the teachers in training as a guide to what part of the material they are taught could more particularly be used for habit formation. It is an extremely difficult thing. Most teaching of hygiene to school children is absolutely ineffective for the want of that trio of co-operation, and if in America something of that kind has been done, I shall be very glad to know of it, and get the substance of it, because I think everything depends on that.

MISS DOWELL: So far as I know, we have not by any means got the Hygiene Department and the Sociologist to work together. I think Miss Jean could probably answer the question very much better than I. We worked it ourselves and visited other elementary schools. We discussed the situation with other supervisors, but I also gather that you felt that the teacher could not carry over into the elementary school ground, the principles that were learned in her course, because they were incidentals. That was a feeling in connection with the

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courses that they should know the practical situations they have to meet and that we should also give them as far as possible various schemes for presenting them further, so through administration we give them as many opportunities of practice as we can.

MISS PYRTLE: The Committee of which Dr Wood of Columbia University is the Chairman, has been working for twelve years. I have not been a member for so very long, but it has been worked for twelve years. Just a year ago now, a publication, the result of the work of this Committee, was brought forth and part of that report has been published this July. It is a programme for the schools of just the thing that Professor Kenwood is asking for. It is for the schools beginning with the kindergarten and the suggestion goes clear through the colleges, but is particularly for the elementary, primary and secondary schools. This publication which is not a text-book, but which is for the use of teachers for suggestion and guidance, I have heard noted men in Columbia University say is the best contribution that has ever been made in that field in the United States. You may be interested to know that Technical Committees were asked to prepare a particular part. For instance, Miss Murphy is the Chairman of the Technical Committee on Ventilation that prepared part of the report. It has taken up Diet, Nutrition and all the way through every Department of Health, and some of the best people available have written it.

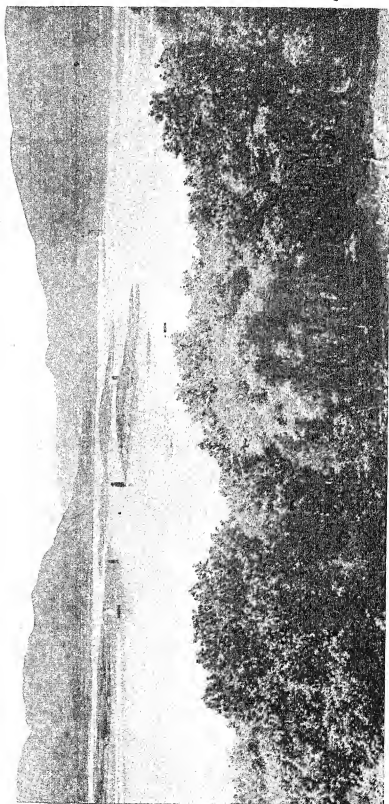
THE CHAIRMAN: I would like to add that this report is the joint opinion of the doctors and educators of America as to Health Education procedure in classrooms, and I assure you it is not up in the air. It is thoroughly practical. It does not talk about air currents, but it does talk about having the window up and down at night, how much to eat and drink, how much green vegetables and fruit to eat, and everything is put in such a way that a teacher who has had very little training can use

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it. It can be got from the National Health Education Council in Washington, D.C. We call it our Bible just as we have called the report by Sir George Newman on Medical Inspection "Our Bible of Medical Inspection" for many years.

Mr ALLAN, London: I am very glad to have had this opportunity of very briefly putting before you, the work that is being done by the National Milk Publicity Council in this country. Some little time ago, during the period of the war, we became upset by hearing that we had a very large number of C.3 men. Unfortunately this affected other countries in exactly the same manner and there was no question that deficient nutrition was probably at the root of it. The National Milk Publicity Council have set themselves out to try and see whether they cannot do something to improve the nutrition of the children in this country. The children of the past few years who were born and were at school during the period of the war when wages were high, are probably above the standard, but now we are again in a period of depression. There are at the present time something like two million people receiving the dole, and there can be no question that the children of these people will be suffering from want of, I do not say sufficient food, but want of the proper sort of food. I paid a visit to the United States to see what they were doing in that country and I was struck by the policy in their schools of teaching children how to live. Parental ignorance has got to be overcome and I am quite certain it is useless to try to get at the parents, but the children who are to-day in schools will soon be parents themselves and if they receive that education I am certain they will be on the right lines.

When I came back we started one of the many demonstrations which we have since carried out to show the advantage of children in schools receiving an additional milk diet. We arranged it with the School Medical



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Officer, Dr Orton of South Birmingham, and it was carried out there. We found the pint of milk a day which was necessary and that experiment was carried on for four consecutive months. During that time these children improved and Dr Orton's report at the end of the period was a most interesting one. It stated in medical terms that these children had improved in height more than the controlled children with whom they had been compared, that they increased in weight, and that the haemoglobin content of the blood had also improved. In other words, they had improved physically. Interesting as that statement was, it was not so interesting to me as the opinion of the teachers and the parents. The teachers said that the children were brighter and more intelligent altogether and took a greater interest in their lessons, and the parents said that they did not suffer from headaches and were becoming mischievous, which is an excellent symptom in children.

The sad part of that report came a month afterwards. I wrote then to Dr Orton and asked him how these children were getting on, and his reply to me was, "These children are going back." I ask everybody to consider very seriously whether any nation has the right to let their children go back. I am perfectly certain that the greatest asset of a nation is its health and that therefore the most important work is the work which we are endeavouring to do to try and stimulate as far as possible the principles of health in the child through the teachers of the schools.

The teachers get blamed. Only a little time ago one of our national papers was complaining of the education that our children were getting. It stated that it was useless and did not fit them for their purpose in life. I sympathise with the teachers. They do their very best and they have to try and teach children who are physically incapable of receiving the education which is offered, owing to their being under-nourished and below par. I

say that of all the millions we are spending on education, a very large percentage to-day is wasted, because these children who have education offered to them are not physically able to benefit by it. We are indebted to the Dairy Council of the United States for letting us see the work which they were doing in that country and I am perfectly certain that the help which we hope to be able to give in the schools of this country will be of the same benefit as it has been there.

THE CHAIRMAN: I should like to add that the Health Education work that has been planned by the Milk Publicity Council, which Mr Allan has not had time to tell us about, is of a very excellent character along the most modern lines of pedagogy.

Japanese Life and Her Education in Health.

Address by Dr TASUKE IKEDA, Japan.

Dr IKEDA: The other day Dr Tsurumi from Japan gave a long report on the present state of our school hygiene, and there is nothing more left for me to add on that line. I should like, therefore, to speak a little about Japanese life and our education in health.

These fifty years we have learned much from Western countries. We have busily learned all that we could, and thanks to your goodwill we have done it with success.

But now a new period has come for us—a period of awakening to our own tradition. Old Japan, strange to think, came along without any contact with the western world for 2000 years, and I believe we have something important (for us) in our civilisation. The old life in Japan was quite simple, and yet it will interest you considerably, because you will find in it many things quite common with your thought in these days.

We had in our country a kind of religion called Shintoism. We had it from time immemorial long before we took in the Buddhism of India, the Culture and

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Philosophy of China, and then the Christianity of the West. So it is an expression of the genuine thought of our forefathers. In Shintoism we find such thoughts as this, "Gods do not like what is unclean," "Uncleanliness is a sin to the Gods," and "If you wish to come to the Gods' presence, you should first be cleansed of all your sins." So, when they wished to pray to the Gods, they had first to wash their hands and mouths, and then bathe all their bodies in cold water, till they were convinced that they were all clean in body and spirit—in other words, they should be pure in heart as well as in body.

This idea gave them a deep-seated habit of loving cleanliness above all things. To them the clean heart meant "unselfishness," and hence started the virtue of love of others. Thus, bodily and spiritually, cleanliness came to be the foundation of their thought and life.

So we are all extreme lovers of cleanliness. Bathing, for instance, both warm and cold, is a favourite enjoyment of all Japanese, and even the poorest people take baths every day.

As for food, all animals were in olden times considered unclean. Rice, fish, fruit and vegetables are their chief food. We eat meat these days, but we began to eat it only forty years ago, and before that we were all vegetarians.

Our clothes, as you know, are very loose and airy, and comfortable to wear; most of them are made of cotton, linen, and of silk sometimes—so they are quite washable and clean.

Our houses, too, are quite light and clean, are second to none so far as ventilation is concerned.

And then our country, being mountainous and thickly-wooded has naturally abundance of clear water everywhere. We drink heavily of this water, and in summer we plunge into it for bathing.

We hear you talk much of more sunshine and more fresh air in these days, but we are thrice blessed with much sunshine, fresh air, and clear water. This is, in

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brief, our old life, as simple and natural as it could be. And you will find the ideal of a clean life working all through at the bottom. A clean body and clean heart was the motto of Old Japan. This is the background of the present Japan, and it is a pretty good condition for education in health.

Now, in our schools in Japan, we have all very healthy buildings and playgrounds, all planned out by the Department of Education, special care being taken in ventilation, light, etc. In these points the Department of Education is very strict, as Dr Tsurumi explained in detail. So I will not touch on that any further.

As for the positive side of the question, we are encouraging exercises of all kinds, Baseball, Football (both Association and Rugby), Tennis, Boating, swing Athletics as well as Fencing and Jujitsu of our own. In gymnastics (of three hours a week) we give a one hour lesson in Fencing or Jujitsu, two hours of Swedish drill, but the boys like fire games better and that naturally. Baseball and Tennis are very popular, but Football is going to attract them. We make much of Baseball and Football, because they teach the boys team work.

As for the aim and purpose of the games, as you do here we put much emphasis on learning fairplay, sportsmanship, which is nothing but the ideal of our old Samurai. We try to impress the boys with the idea that it is not the skill or the victory that we are aiming at but it is acquiring the habit of a clean life.

We have in our Middle School the boys from thirteen to eighteen years of age under our care, and you see most of them are just in the age of puberty. It is our wish that through this critical age they may live a life, clean and simple, guarded unconsciously by their deep love of sports, and learn to live up to the high ideal before them.

For the average boys who do not like sports from various reasons, we have bathing in the sea for three

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weeks during summer vacation under expert teachers. We have a walking society—among boys—that will organise a day's excursion among the hills and vales at least twice a month and a big trip of ten days or so in holidays, generally visiting high peaks of the mountains like Fujiyama. These bathing and mountaineering exercises have as their object contact with nature, especially important to the city boys. We wish to wake up the feeling of reverence and love for Nature. Such is our school life on the side of physical training, and it is in a sense an education in health itself.

Now the age of Shintoism has long passed, and the Old Japan is fast passing. So we must sometimes look back and recall the inheritance of our forefathers, and try to build up on that old corner stone a new edifice of our vision—the harmonious combination of the civilisation of the West and East—making out our next generation a universal man, international Japanese, world-wide type of modern Samurais.

Once I was told that the English word "health" has the same origin in its etymology as the words "whole" and "holy." It is true, it is our wish that from the first fundamental step of "health" we should climb laboriously the way up to the "whole" man, till ultimately we reach the peak of "holiness" in man—that is to say, the true ideal of our "clean life" and the very source of the Universal love of mankind.

THE CHAIRMAN: I am going to ask your consideration of the Resolutions of the Committee which have been considered and are in a form for your information. You understand that these will be presented to the body as a whole and that they are standards broad enough to be applicable to all parts of the world. They do not include all the things which we should like them to include and you may think it is desirable to have details, but in your recommendations please consider the fact that we are considering all parts of the world and that their

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problems must be taken into consideration. Therefore, the statements are broad. I shall read each Resolution separately, first.

"The health of all school children is a primary obligation in education and arrangements for the promotion of the health of the school child should be regarded as a public duty."

On the motion of Dr Kerr, this Resolution was adopted.

THE CHAIRMAN: I read the next paragraph:

"Such health is to be interpreted in terms, not of physical well-being, but the child in his mental and social adjustment."

Rev. PAUL GIBSON, Ceylon: With regard to that I think it was stressed that body, mind and spirit were necessary. If the word "spirit" is against the idea of mentioning religion, I would rather see the last phrase re-worded "The child and his whole nature," because in its present state the Resolution would rather eliminate "spirit" which many of us would not wish to see. I should propose that we put "Body, mind and soul," but if there is any feeling that that is introducing religion, I would suggest it should be worded "The child and his whole nature."

Dr KERR: I think "whole nature" would be more acceptable, and move that the Resolution be amended by deleting the words after "child" and inserting "and his whole nature."

On the motion of Miss Gleason, the Resolution as amended was adopted.

THE CHAIRMAN: The next Resolution is:

"Arrangements for the promotion of health should include physical examination of all children by a qualified physician at the period of school entry, at the age of about nine years, and shortly before leaving school."

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Mrs SCOTT, Japan: I wonder if we could get the word "minimum" in, because this makes the standard so low.

Dr KERR: I think "minimum" would also help by suggesting that three is not necessarily the limit. I move to insert after the word "physician" the words "at least three times during the school life" and the word "also" before "shortly before leaving school."

On the motion of Miss Pyrtle, the Resolution as amended was carried.

THE CHAIRMAN: The next Resolution is:

"At these prescribed examinations, the parent, teachers and nurses should also be present."

Miss MURPHY: I do not think that is entirely practicable. I think it is an ideal, but I do not think it is possible.

THE CHAIRMAN: It is not practicable in some schools, but the word used is "should."

Mr SILBERSCHMIDT, Switzerland: I think the presence of the teachers is rather a danger, because it takes a certain amount of time and it must be done during the time the teacher is to stay before his class. There can only be a very small number of children examined thoroughly in one day, and the teacher cannot be present the whole time. I think to have a good examination, the presence of the teacher is not advisable, but that the teacher should be told the results. The parents, or one of the parents, should be present.

Dr KERR: I should say that the presence of the teacher is very essential, because the teacher has so much information about the child, for the Doctor's benefit. Practically the teacher has the whole comprehensive knowledge of the child's mentality, which the Doctor cannot have. In England we have done that. The teachers for practical purposes go in and out of the medical

examination room and they are available and can be brought in at a moment's notice, so that, wherever possible, the teacher's services should be available to the Doctor.

MISS O'FLYNN, U.S.A.: If the teacher could not be there, why should not the principal of the school be present if he is not teaching a class?

DR KERR: In England, we allow complete latitude.

DR REDTENBACHER: I think that the teacher's presence is absolutely necessary at the examination. A paper given to the teacher is not the same as if he was at the examination.

On the motion of Miss Druggan, the Resolution was carried.

THE CHAIRMAN: The next Resolution is:

"Since the school programme in physical education and home economics should be based on the health record of the child's condition, it is most important that the physical examination records be made available to the specialists in these subjects as well as to the class room teacher."

On the motion of Miss Dowell, the Resolution was carried.

THE CHAIRMAN: The next Resolution is:

"Believing the benefits of such examinations will not be realised by the community until defects found by the Doctors are corrected, we recommend that arrangements be made to follow up this service by the Nurses who are co-ordinating the methods of the class room teacher, the specialists in physical education and home economics as well as the parent."

May I say that this seems to me one of the most important points in the Resolutions that are offered to you? We are inclined to operate upon the child rather than to co-ordinate and furnish an atmosphere and surroundings for the child which will ensure a healthy

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environment and a correction of defects. It is of vital importance that such co-ordinated plan be carried out. I hope you will consider this very seriously.

MISS PYRTLE: In order to make it clear, should it not read, "Nurses, Doctor and Dentist," since it is only setting up a standard anyway.

THE CHAIRMAN: Is that possible, except in a few Administration centres?

MISS PYRTLE: We are doing it for every child in the city. We are talking about follow-up work. After a dental inspection, the follow-up work is to have the dentist fill the teeth of the children who need it.

THE CHAIRMAN: In the Resolution we do not mention what it is to be but the Nurse has to serve in the position of co-ordinator.

MISS PYRTLE: I am trying to point out something that would strengthen our plea of the need of having Doctor and Dentist and Nurse doing this work for the child.

THE CHAIRMAN: This was worked out with the idea that the place of the Nurse is of such vital importance that it is not simply for the child to secure the correction of the defects, but that we shall secure the co-ordination and co-operation of someone who will see that the Doctor's orders are carried out and that the child will have the proper amount of attention and nutrition according to the Doctor's orders.

DR KERR: In England, "Doctor" is taken to include "Dentist."

THE CHAIRMAN: If you wish we can add "Dentist."

MISS CONWAY: I think "Dentist" should be included in this, because we have a new medical scheme on hand just now, and the Dentist is quite separate from the Doctor and will have very little connection with the Nurse. The Dentist is directly under the Doctor. I think he should be included in this clause. I move that the words "And Dentists" should be added after "Doctors."

Miss OPPEN: Since Dentist is supposed to do the correction as well as the finding out do you not want Dentist to go in that last series of factors which are co-ordinated by the Nurse? It is the job of the Nurse to see that the Dentist does the correction.

Miss GLEASON, U.S.A.: If we mention "Dentist" why should we leave out "Oculist"?

Dr KERR: "Oculist" comes under "Doctor."

On the motion of Dr Kerr, the Resolution as amended was carried.

THE CHAIRMAN: The next Resolution is:

"Since the formation of health habits in the child is largely dependent on attitudes acquired at an early age, it is highly desirable that all health teachers, especially in the lower grades, should emphasise the positive aspect, stressing health in terms of beauty, strength and joy."

On the motion of Madam de Calvo, this was carried.

THE CHAIRMAN: The next Resolution is:

"Believing that health habits must be inculcated at an early age as a technical part of all education, we strongly urge that all activities of the school day be utilised towards this end."

Miss PYRTLE: The Japanese speaker pointed out that there is a definite time for exercises and studying. If it is not in the programme it should be in the programme of everybody's living and particularly in the training of our children.

THE CHAIRMAN: It would mean a special attention to one phase of health. We have tried to steer clear of definitely defining what the health training should be. It differs so in different parts of the world. For instance, in South America one of the most important factors is to keep the children from exercising too much.

Miss PYRTLE: I want an appreciation of the outdoors

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and the knowledge of the birds that sing in the school yard. I mean that out of door life which means health.

Dr KERR: "Open air education and nature study" would do. I think it is unnecessary to particularise. It would enfeeble this thing if you put too much detail into it.

Miss OPPEN: I felt that if it is the truth that health education is the sum total of the influences which impinge on the child, it might be well to make that thing quite specific in our Resolutions and I have just formulated a statement which I would like to present which, perhaps, covers this thing in a general way as well as other things. "Since health education is a life process conditioned by the physical environment of the child, it is of fundamental importance that the factors therein involved be carefully scrutinized and purposefully determined so that the entire school and home environments may constitute influences which habituate the child to healthy living. It is of special importance that the entire schedule of the school day be carefully arranged so as to permit of a proper apportionment of periods of work, play and rest."

Dr KERR: I think that is more or less expressed already. Is not the outdoor part included in the word "joy"?

THE CHAIRMAN: It was meant to.

Miss PYRTLE: I am sure that it is in the thinking of the people who framed these Resolutions and in the thinking of this group that is so enthusiastic about this matter. My suggestion was to get something else in that would put into the thinking of all who listened, because we will have to admit they are not all quite as enthusiastic about health as we are.

On the motion of Madam de Calvo, the Resolution was adopted.

THE CHAIRMAN: The next clause is "Since a knowledge of facts is necessary not only for the intelligent practice of personal habits, but also as a preparation for

civic responsibility in mature years, the scientific facts pertaining to health should be taught through correlation with many school subjects. This aspect of health education should be emphasised in the upper grades." We want direct education, but we do not want to give it to the babes in the same way as we want to give it to the older children.

On the motion of Madam de Calvo, the clause was adopted.

The next clause is "A monthly weight chart should be kept for all children, and, as far as possible, by the children themselves."

Mr WALLACE: There is a point I would like to raise, the question as to whether the authorities whom I see in the room consider that wise. As long as the child is doing well and going up in weight, I can see that it is obviously a great advantage, but it must be that in certain circumstances, even with proper living, a child is not always going to progress. Is it always wise to concentrate his attention on his progress? I very much doubt it. I think there is a very great danger that the child may be made to think too much about himself. I want you to consider whether it is wise that the child should take an undue interest in his progress. I am not at all sure.

Miss SYMES: Unless a school is prepared to do something very definite about that child's condition I think the question is very well taken. If the school is prepared to correct the defects then I do not see why the child should not do it.

THE CHAIRMAN: Is it necessary to express the negative if the child is below weight?

Mr WALLACE: In any case I do not see any very great advantage in having a child take what I think is a morbid interest in his own welfare. I think a thing like that can be done unconsciously better than in any other way.

Miss O'FLYNN: In my school in New Mexico we made

an examination of all the children and found forty per cent. under weight. We provided money out of the funds and these children who were under weight were given cocoa, etc., and they weighed themselves and made a note on the charts. At the end of the year we found most of the children who had been on that course had almost gained the normal weight. In September 1924 we weighed them again and found there were fewer than nineteen per cent. under weight.

MADAM DE CALVO: In Panama City we had this experience. We tried to see what were the conditions of children in our Training School of Teachers. When they go to the Training School they are only about thirteen or fourteen years of age and we found that sixty per cent. were under weight. We started a campaign to improve these conditions and we only got results when we interested the children themselves in taking their own measures so as to see what were their own conditions and how they could improve their conditions. From my experience in education I think that we teachers are too much used to work more than we ought to and we forget that the contribution of children in the work of education is as important as, and sometimes more important than, the contribution by the teacher. If the children would only be interested all the time in the work of education we would have better schools and better preparation in the children themselves. We think we have to do it, and I think the children have to do their own part, and perhaps more than the teacher. We are only guides and the children must be the real workers in the end. I do think that the children have to take their own measures and be interested in that campaign and then they will see themselves. It is very interesting for them when they can note their own weight and see how much they have gained and they can go home and tell their mothers. They can say "We are not having what we ought to have to tea." Thus they would help in the home

to improve the home conditions. I am very much in favour of that point, that the children themselves contribute especially in health work. This health campaign is such a wide work that we must bring to it all the factors that we can contribute. It is not only the teacher. It is not only the Doctor of the school. It is not only the principal of the school. It is everybody. The Teacher, the Principal, the Doctor, and the children themselves.

MADAM DE CALVO moved that the Resolution be adopted.

MR WALLACE opposed the motion. On a vote being taken, the clause was declared carried by a majority.

THE CHAIRMAN: This is a very important matter. Mr Wallace's point is one that is held by a great many people. He does not stand alone in this. I am most sympathetic with it, because it is so obviously possible to make the children morbid, but in our experience of weighing hundreds of these children with even ignorant and untrained teachers, it has been found possible to prevent that morbidity or over-emphasis of the childrens' condition. The children step on to the scale with proper guidance and as they step off and they mark themselves either up or down, competing with their fellows, they say if they are down "Oh my, I will have to work hard next month. I stayed up too late last month." You will get the teacher saying in the class "How many children were above normal this month and how many were below?" and the children stand up and tell him, and then he will say "Can you tell us why you were down this month?" and one will say "Yes, I know. I went out to too many entertainments."

THE CHAIRMAN: The next clause is, "In order to prepare teachers for intelligent preparation of health instruction and that they may acquire an effective technique of health training, Teacher Training Centres should include carefully developed courses in Health Education."

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On the motion of Madam de Calvo this clause was carried.

THE CHAIRMAN: The next clause is, "Since many school systems do not provide specialists to supervise the health of school children, it is important that teachers in training receive instruction and practice fitting them to conduct activities relating to the objectives of the health examinations and such special fields of health education as physical education and instruction."

On the motion of Miss Pyrtle this clause was adopted.

Miss PYRTLE then moved that the Resolutions as a whole be adopted, which was carried.

The meeting then closed.

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Friday, 24th July, 2.30 p.m.

Chairman.—Dr JAMES KERR, London.

The Education of Parents.

Address by Miss MARY E. MURPHY, U.S.A.

Miss MURPHY: Attempts at health education and social adjustments fail of complete success—often falling far short—because the need of the education of the parent has not been estimated at its true value in the programme. It is clear that in dealing with our social problems the lack of intelligence in the home frequently renders futile our efforts towards adjustment. It is of little value, for example, to raise the economic status by doling out relief if at the same time the standard of living is not raised—if there is not sufficient intelligence to use wisely the material help provided.

This is clearly emphasised in a programme of health education. The physical condition of the children is to a large extent an index of the degree of intelligence in the home or the adequacy of the income, in the majority of cases these two are involved, and the progress of the child toward health or away from it can well be used as a measure of the need for material relief or instruction in child care—or both.

If we were to imagine for the moment that we could carry out an ideal of parent education, I believe we should outline our plan in this way. We should ask (1) What are the things which parents need to know in order to give their children the best possible chances for health? (2) What are the means now at the disposal of the school or agency which if properly directed toward parent education might promote this knowledge? (3) How can a wider dissemination of this be made possible through organisation?

In the first place, a parent needs to know what a *normal* child is, what he looks like, how he acts. She needs to know the physical and mental characteristics of the

normal child, and therefore be able to recognise departures from the normal as signs that she needs the help of the person trained to diagnose and advise. She should know the standards of normal growth so that with intelligence she may interpret a failure to achieve this as something deserving attention. She needs to know, how, barring a condition not remediable, this normal may be achieved—correct facts on diet, sleep, exercise—the facts which are being taught to the children in health education programmes. She must know these also, not only that she may give the better physical care to her child, but also that the gap between the child of to-day and the parent with fewer opportunities may not be widened.

The parent needs also to know those facts which to-day are being recognised as of primary importance in the mental and emotional make-up of the child. If the parent does not know these we have little hope of building for stability and balance, since the daily happenings—the regularities and irregularities—the attitude of the parents toward the child and each other—exert so tremendous an influence in the earliest years. A child may have plenty of milk and all the other requisites of a good diet, and yet these may be consumed in such an atmosphere of fault-finding and strain that there is little chance for health.

I would name the physical examination—in the presence of the parent—as of primary importance in the education of the parent on what *is* a normal child and what are departures from the normal. For that reason it seems highly important that the examinations upon very young children be promoted, so that early in the child's life the parent's attitude may be set right. It is even more important that the physician making the examination be one who is interested in the *normal*, who regards defects as departures from the normal, and who will take the time and pains to point out to the parent the importance of daily programme and diet in its relation to the physical

condition of the child. A physician who includes lack of sleep or milk or exercise as his diagnosis with good advice to the parent is in truth a great health educator, and constitutes one of the greatest factors in a programme of parent education.

If the majority of children are to be kept well or gotten well it must be in their own homes. If they are to build for a sane, stable, wholesome life, then they must live and breathe and be nurtured and play in homes where a simple wholesome childhood is understood and fostered. Let us hope that our school systems will before long include in their educational programmes adequate preparation for the great undertaking of parenthood. In the meantime, for the sake of the children who are with us now—may we not look forward to a more and more conscious effort on the part of agencies and schools to bridge the gap between their work and the practice in the homes, and to promote organisations which shall provide an avenue for parent education?

THE CHAIRMAN: Miss Murphy has indicated to us an aspect of work that is rather generally neglected—on the Official side at any rate, and some of you may have something to say about it. As we have such a full programme, in order that there may be no loss—which is vital in our transactions—I propose that after each paper I give five minutes for discussion. One minute will be allowed to each person to make any remarks they wish on the subject.

Dr JESSIE WHITE, London: Miss Murphy, of course, was describing the position in America. I should like to say that for a very large number of years we have had, in England, a Parents' National Education Union which has been hitherto confined chiefly to middle class people, and which has groups all over the country. The Membership now reaches six thousand and they have lately tried to extend their work to the Elementary Schools

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and no doubt will succeed in time in forming groups there. They have not made health their chief objective but it forms a large part of their programme. I should like to make one point of criticism: Miss Murphy referred to the Education in parenthood of the children in the ordinary schools. The picture that rises in my mind is that of girls learning to dress dolls. There is nothing I hate more than this type of Education for Parenthood. If the characters of the children have been formed properly, when the time comes for approaching marriage and parenthood, they will know how to learn and learn properly.

MISS MURPHY: Perhaps the phrase was unfortunate if it connotes just that to the last speaker. I had in mind the essentials of home making and child care which assuredly in our country at least we find to be absolutely lacking in the Education of our girls and women and which are certainly lacking in the Education of the man. I did not stipulate as to the age when that should be given, nor as to the detail in the training, but I had in mind the wholesome environment of the right care for children which is certainly made up of more than bathing the baby. I think that is to be worked in various ways.

The Work of the Visiting Teacher.

Address by Miss ELEANOR HOPE JOHNSON, Ph.D.,
U.S.A.

MISS JOHNSON: The "Visiting Teacher" hopes to be no longer part of a private organisation, but as much a part of the school organisation as the classroom teacher. The impetus came originally from the outside but where this work is being most successfully carried out it is because it has become an integral part of the school. With the visiting teacher health is a consideration, because every child has a physical side—every mind is connected with a body. Minds

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cannot be successfully dealt with without taking bodies into consideration. But one must hasten to say that health is only one of many subjects which the visiting teacher must take cognizance of and interrelate with other subjects if her work is to be well done. It had long been evident that failure or misconduct in school was a complicated matter, and this fact was newly emphasised when by the use of intelligence tests it was discovered that children were failing whose mental ability judged by tests was average or even very good.

In the large classes which teachers in America are usually called upon to deal with, it is not humanly possible for the classroom teacher to give time to the study of these perplexing problem children. So in several communities the plan of an additional member of the school staff was conceived. Where such a worker was financed by an outside organisation nevertheless she became a member of the school. This was essential to the success of her work. Now many schools have themselves added such workers. Problems arising in the classroom are referred to the visiting teacher, or school counsellor, and either referred by her to appropriate outside agencies or made the object of special study. And this special study must include all sides of a child's life. His health condition is, of course, important. Sometimes by proper study and care the problem is solved. A visiting teacher must know of clinics, medical and psychological, where full diagnosis can be made, and of agencies for treatment. The social and environmental condition is important. What is happening at home which may be interfering fundamentally with a child's school life—this the visiting teacher must search out. Naturally such a worker must have personal fitness and the training for making careful and penetrating social studies. What is a child's recreation—does he play, and where and how?

When all this has been done, the most important part is to follow: How can this knowledge be imparted to the

classroom teacher and so applied that failure is sometimes very gradually turned into success? To do this the visiting teacher must understand school procedure and how to gain the confidence of principal and teachers.

In visiting teacher work the underlying principle is that schools must deal with children as complete individuals, not minds to be taught arithmetic or units of malnutrition to be measured or treated, not truants to be haled to disciplinary schools or delinquents to be brought into court, or successful "scholars" to be promoted. When a child attains deserved success in school his adjustment to life is well begun, and it is far more often the fault of the school than of the child when he fails to experience success in some form.

Mrs HOWARD GANS, U.S.A.: I am sorry I did not know beforehand that I was to have five minutes because I think I could have tried to tell a little more in that time. The Federation for Child Study to which Miss Murphy referred is an organisation conducting work with parents and from now on called the Child Study Association of America. It has been in the field developing the technique for working with parents and gathering material for about thirty years. It is only now that we are in a position to make that material and that technique available. We started with the thought that in order to make what is done for the child really educative and of permanent value the parent must be intelligent and must understand what a young child really is, and what is best for the child, and so we started to do our work in small groups, organising the parents in small groups. These groups are of all classes and the programme that is used in the groups is adapted to the personnel of the group. We have among our groups parents who are University graduates who feel that although they have learned a great deal, they still do not understand the psychology of children well enough to be as good parents as they would like to be, so they take up the study

of child psychology and behaviour problems and other subjects which are necessary to make for more intelligent and more sympathetic parenthood.

We have in one school in New York, and Bronx, a child study group among the teachers of that school and also a child study group in the same building among the parents. That gives a little idea of the range in the programme adapted to those of different needs. We have Committees working too. Most of our work is done with Volunteer Workers and, of course, with some Advisory Experts and Trained Workers. Our whole theory is that we do not want to lecture the parents. We do not want to have general statements made which they are not able really to digest and understand, but we want to give them the right attitude towards their children, and we want them to realise that their children are living in a world which is the world of to-morrow and not the world of their tradition, that the children are going to have a different environment from that which they have had, they have got to understand the child's re-actions and the environment in which that child is growing up, in order to help that child to make its adjustments instead of being in constant conflict because the home does not understand what the more progressive environment of the child is doing to it and for it. So we feel that by making it possible for the parent to understand the needs of the child, the environment of the child and the ideals of the schools in which the children are being educated, we are going to make what is being done to the child a permanent thing, and make it possible for the child to live in the world without constant conflicts. We feel that the new psychology has made us realise the importance of the pre-school age, and we are trying to make our people understand and our parents understand that what is being done for the child in these early years is what gives it character for the future; therefore, it is primarily the duty of the mother and also the father to realise what

each one of these impressions is doing. While we begin by trying only to reach the mothers of all classes through the Parents' Associations, and the schools, through the settlements and through our work in all sorts of Organisations, the Visiting Teachers very often call our Visiting Mothers in to follow up cases in the homes where there are distinctly questions of conflict. We now have reached the point where we have many fathers who come to our evening groups and our evening lectures, so that it is not only now a mother's problem, but it is a real parent problem, in which the fathers too are participating.

Dr WHITE: In England, the body that really does these things goes from the school to the home and makes a sort of link. This body is the Care Committee Visitors and the Care Committee Visitors can go at any time of the evening and if they do the work properly they really are a very efficient force. I think there was one very interesting point in the paper to which we have listened, and that is, that it was not confined to the physical aspect but that the mental aspect came in. A short time ago the report of the Managers in London proposed that whenever a child in the school was beaten, the teacher should make this sort of record about the child's home and so on, why the punishment was necessary and what should be done. It is the same sort of idea. We have got to investigate the home for the mental effects on the child. I think there has been a tendency in both speakers to emphasise too much the normal, as if there was a normal that all children had to come up to, so that children should be made to toe the line. Really there is not a normal for all children and that seems to be the point that I should criticise.

A DELEGATE: Is the Visiting Teacher a member of the staff of all schools?

Miss JOHNSON: In some cases the Visiting Teacher is a member of the staff. In some cases she is outside. The Visiting Teacher makes with us, however, an integral

part of the school. The idea is that the schools themselves shall appoint Visiting Teachers and that there shall be no outside agency.

A DELEGATE: I should very much like to know the proportion of schools which have these Visiting Teachers.

Mr H. W. NUDD, U.S.A.: The Visiting Teacher Movement in America is not nearly as widespread as it should be, although the obligations and all the general principles involved are pretty generally recognised. Those of you on this side may be surprised to know that the statement of the Board of Education in America is that we cannot afford them. All these newer movements of nurses and so on suffer from that tendency, so they are not so general as they might be. I suppose there are about sixty or seventy cities in America scattered through about twenty-three States in the Union that have one or two Visiting Teachers in their school system. In the city of Rochester in New York, for example, there is a staff of thirteen Visiting Teachers. Each one of these may have charge of some schools, the ideal being in the neighbourhood of some fifteen hundred to two thousand children of a total school population. The problems out of that group would give enough problems for a Visiting Teacher to handle. There would probably be one hundred to two hundred cases a year out of that group. The city of New York has a staff of about twenty-five, and the ideal of a Board of Education is to have a Visiting Teacher for itself. In some parts of the country you have a Visiting Teacher for a county for rural schools. It is not so expansive as it should be. It is more in its initial stage.

A DELEGATE: For the benefit of those who have not been at the Session dealing with the pre-school children, I would like to point out that one of the great contacts between parents and children in England is carried out with the Nursery School Movement. There is very close and intimate connection between the parents and the school. In fact, in England we like to make the parents

feel that the schools are theirs and that they are responsible for the total development and well-being of the child. So the parents there have classes and discussions. They have anything that they would like to propose that would help the child in any way. Also, the parents help in the actual development of the school in different ways, and the heads of these schools have intimate relations with the home. The head of the school is a Visiting Teacher. She is asked into the homes in a social way, and so she is able to solve many physical and mental problems of the children of pre-school age.

THE CHAIRMAN: In answer to our American friend I would say this, that we have a good many agencies, but they are all more or less in the state he indicates. The Care Committee is rather camouflage in most places. Then there is the school doctor. In some cases he is a psychologist who is at the disposal of the school people, and then there is also for the bad cases, the cases that are uncontrollable, the resort to the examinations of the specialists for mental work, which cover the whole country under the Mental Deficiency Acts, and the special schools treatment of children. Therefore in a way the possibilities are there, although they have still not been fully developed, but the School Council is the principal thing that appeals to me as having a value of its own.

Education Hygiénique de la Jeunesse en Belgique.

Note de Monsieur Edm. DRONSART, Directeur

Général de la Croix-Rouge de Belgique.

Au Congrès de San Francisco de 1923, nous avons eu l'occasion d'exposer l'état de cette question en Belgique pendant les années 1922-1923.

Depuis cette date, la situation a été fortement modifiée et améliorée en Belgique. Pendant les années 1923-1924, la Belgique a eu le bonheur de bénéficier du concours de la Child Health Education de la C.R.B.

Nous avons, dans notre précédent rapport, déjà insisté sur l'oeuvre efficace de cette organisation. Le mouvement de la Child Health Education a eu, pour conséquence, de créer dans le pays un mouvement de sympathie très grand pour tous les problèmes d'éducation hygiénique de la Jeunesse.

Parallèlement à cette action, l'oeuvre Nationale de l'Enfance avait entrepris une oeuvre d'éducation, qu'elle continue à l'heure actuelle dans ses colonies d'enfants débiles.

Pendant cette période, la Croix-Rouge avait confié la réalisation de son programme à l'oeuvre Américaine. Quand la Child Health Education termina son action en Belgique, la Croix-Rouge de la Jeunesse reprit donc entièrement ses activités.

Près de 100,000 enfants belges avaient été touchés par la propaganda de la " Santé par l'éducation," Il y avait partout un enthousiasme très grand; il fallait donc maintenir cet enthousiasme et en rendre les résultats concrets. En effet, il ne faut pas se dissimuler qu'une action intensive menée pendant une aussi courte durée, si elle provoque des sympathies, ne possède encore les bases solides nécessaires. C'est dans ces conditions que la Croix-Rouge de la Jeunesse a entrepris son travail. Elle a immédiatement rencontré partout le meilleur accueil. Le Ministère des Sciences et des Arts qui avait accepté de continuer l'oeuvre de la Child Health Education, donna à la collaboration de la Croix-Rouge une consécration officielle et, à l'heure actuelle, tous les inspecteurs et directeurs d'établissements d'instruction officielle donnent à la Croix-Rouge de la Jeunesse toutes les facilités pour faire son travail.

De leur côté, les autorités ecclésiastiques, accordèrent à la Croix-Rouge toutes les autorisations nécessaires pour mener son action dans les écoles libres.

Le travail réalisé par la Croix-Rouge depuis plus d'un

an est donc nettement mis au point et solidement organisé; son extension s'opère d'une façon modérée, mais nettement progressive. Quelques règles d'hygiène primitivement adoptées ont du être modifiées pour pouvoir s'adapter davantage à la mentalité belge.

Les huit préceptes qui ont servi de base à notre action sont les suivants.

1. Se laver soigneusement tous les jours et prendre plus d'un bain par semaine;
2. Se brosser les dents une fois par jour et en tout cas le soir;
3. Boire du bon lait chaque jour;
4. Manger des légumes et des fruits tous les jours;
5. Manger lentement;
6. Jouer en plein air tous les jours;
7. Aller à selle tous les jours;
8. Se coucher tôt et dormir longtemps la fenêtre ouverte.

Le Jeu de la Santé suivant les méthodes admises dans les différents pays, a été accepté et joué régulièrement par un nombre d'écoliers belges que nous pouvons évaluer à l'heure actuelle à 40,000 environ.

En plus de cette méthode, la Croix-Rouge de la Jeunesse emploie tous les moyens habituellement admis, tracts, affiches, causeries scolaires, expositions, etc.

Jusqu'à présent notre action s'est surtout étendue aux écoles gardiennes et primaires (enfants de 6 à 15 ans).

Des instructions récentes du Ministre des Sciences et des Arts, viennent d'autoriser la Croix-Rouge à organiser des cours d'hygiène suivant ces conceptions nouvelles, dans toutes les écoles normales du pays. Nous pourrons ainsi former le futur personnel enseignant aux méthodes d'éducation de la Croix-Rouge.

La Belgique n'a donc rien créé d'original dans ce

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domaine mais elle désire insister sur la façon précise et solide avec laquelle l'oeuvre a été entreprise et se continue. Nous tenons à affirmer que la population scolaire accepte notre action avec le plus grand plaisir et que le personnel enseignant se rend compte davantage tous les jours du rôle prépondérant que doit jouer la Croix-Rouge de la Jeunesse dans toute la vie scolaire.

Mlle. THEODORA GEORGE, Paris: I am in the Junior Red Cross Section of the League of Red Cross Societies. That is to say, in the Central Secretariat of the fifty-three National Societies. Part of their work is with the children, and the three principal parts of their programme are civic education, health, and international friendliness. It is in the health part that the Belgian Red Cross is working. Other Societies are established and doing work in health; the one which is doing most work in health is the Canadian Red Cross Society. The American Red Cross Society also gives it a prominent place in its programme.

Dr A. W. DUNN: My remarks will be very few and supplementary to what Miss George has said. We have talked several times at this Convention in other sections with regard to the Junior Red Cross, and so far have not mentioned the health aspect of the Red Cross Programme in the United States or elsewhere. I want to point out here that the attitude of the American Junior Red Cross towards a health programme is somewhat different from that of the Junior Red Cross in most other countries in Europe or in Canada, for example. Perhaps I should say that our conditions are such as to create a somewhat different treatment of that phase of the programme. The American Junior Red Cross is as deeply interested in child health and child health education as the Junior Red Cross of other countries. The point of difference is this, that in the United States we have enormous child health organisations of one kind and

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another. The American Junior Red Cross and the Junior Red Cross elsewhere is a very recent organisation. It came into a field that in the United States was occupied pretty thoroughly by a number of organisations that are doing very effective work in child health, such as the organisation which Miss Jean has so ably represented for some time past, and also various others. In many of the countries to which the Junior Red Cross Organisation is developed, there has not been this Health Organisation, the result being that in these countries where the field is not covered, Child Health Education became at once one of the main ends of the Junior Red Cross work. I can say that this is one of the main ends of the Junior Red Cross work also, but we accept the situation that there are a number of organisations in the field, and our Convention is not out to claim a new health programme, but rather to lend our organisation in the schools and its enthusiasm, its motives, its spirit, to promote the child health education that is initiated by the schools themselves or by those other organisations.

I am very glad to mention that point for two reasons. One is because it emphasises that in any of these movements which we are considering internationally it is absolutely necessary that they be adapted in each of the nations where they are employed. There are fundamental principles that prevail now, absolutely universally, but in the adaptation of that programme the activities must be adapted to meet conditions as they are found, and I think it is a very serious mistake if anyone attempts to adopt wholesale a programme it finds in another country. The other part that I think my remarks help to illustrate is this, that it is possible for a number of organisations working in the same field to co-operate. You know it is not always easy, but it is possible, and I think that we in the United States are demonstrating that when we have a number of organisations occupying this field, each one is trying to discover whether it has anything to give which

is unique and at the same time is trying to co-operate or co-ordinate its work with other organisations in the field. I have been impressed several times at this World Conference with this thought, that if we are going to get world-wide co-operation in anything—for peace or for education or for anything else—the first thing we have to do is to get sympathetic co-operation within each of our several nations. I think that if I have anything to contribute to this subject at all, it is this idea that in America, although we have our troubles, we are learning to work together to a common end.

You will note that the purposes of the Red Cross in most European countries are stated as three:—Health, service, world-wide friendship. In the United States we usually say that the purposes of the Junior Red Cross are two—service and world-wide friendship, but we say first to our American Juniors that a large part of the service of the Junior Red Cross is health. In the second place we say to them, "If you are going to serve efficiently you must be fit for service." We have what we call a "Fit for Service" feature in the Junior Red Cross programme. It is the health side of our work. We are trying to train these children to take that attitude towards health. Of course, this is all elementary with them, but we are trying to get them to see the idea that if they are going to serve in their communities and in the World they must be fit for service. The Junior Red Cross went into the field where they could serve, particularly when they endeavoured to serve the children in the devastated countries of Europe, and the service they ran there was almost invariably related in some way to health.

There is a slogan of the Junior Red Cross. It is "Happy childhood the world over." Now that applies in two ways. First of all health is necessary to happiness, and on the other side there is mental hygiene which, I think, sometimes we do not take sufficiently into account.

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The American Junior Red Cross was happy to assist in establishing co-ordinating enterprises, such as the raising of medicinal herbs, which has an economic value of various kinds.

Mrs GANS: The children of my Organisation have been of assistance in helping with the programme of health through being in the nurses' office and taking almost entire charge of detail work there. They have done all sorts of things and taken responsibility from the nurse, giving her a greater amount of time for health education work. They wear little white coats, keep the beds tidy, and feel that they are a real part of the health programme.

Biology as a Factor in Health Education.

Address by Mrs NEVILLE-ROLFE, London.

Mrs NEVILLE-ROLFE: The problem of health education has been considered hitherto from two main aspects, first, that of introducing health habits to the routine of the child's life—personal cleanliness, tooth-brush drill, physical exercise, sufficient consumption of fresh air, and, second, administrative methods by which physical defects may be prevented, or, if they exist, cured, through medical inspection, school clinics, school nurses, etc. In both these aspects we are considering the physical health of the individual and are trying to form in the child standards of personal hygiene, that he will unconsciously aspire to in later life, but in each case we are regarding the child as an end in him or herself, and have, perhaps, not given due weight to the fact that the child, though father to the man, is also a potential father of future generations. Can our health education be effective if it does not develop in every individual a vivid sense of racial responsibility?

Man is a social animal, and education aims at fitting each generation to live to advantage in society. Surely

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one of the most important factors in securing that advantage is to recognise and apply our knowledge of the laws of biology as they affect human society. To make any system of health education really effective it appears that a knowledge of the elements of biology is an essential foundation.

We have heard much during the Conference of the dangers of "repression," of the disastrous effects of the "inferiority complex," and so forth, but very little as to how health education is to meet the social hygiene problem and the sex complex. Yet from the past neglect of it and the lack of an endeavour to understand, recognise and control the racial instinct, some of our greatest social problems have arisen.

We have discussed the problem of the mentally defective; at least 16 per cent. of them might have been normal had their parents avoided preventable disease. The blind children, a misery to themselves and a heavy economic burden to those responsible, could be reduced to half their numbers by the elimination of venereal disease. At least 14 per cent. of still births are due to the same cause. Can any system of health education be considered complete that does not include an attempt to imbue the rising generation with virile ideals and sound biological knowledge that may reduce this suffering in the future?

We all agree that sex hygiene cannot be taught in class in elementary schools until parents and teachers have both been adequately prepared, but in the universal teaching of biology, botany, including the fertilisation and reproduction of plants, an understanding of the continuity of life, and the dependence of the offspring on the quality of the parent, there are foundations that should be firmly laid during school years, both for personal and social hygiene.

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In many countries now education extends well into adolescence. During these years the inculcation of the ideal of racial responsibility and racial service is essential if an effective emotional appeal is to be made to carry the young safely through the stress and strain of early adult life. The appeal must rest on a foundation of biological knowledge.

THE CHAIRMAN: I would ask the Secretary to make a little announcement about the Resolutions which have been drawn up by the Committee. The President, Dr Thomas, asked us, as you know, to prepare the findings of this group and the things we would like to have passed as to the most important factors in the school Health Programme which were common to all parts of the world. These were very carefully put together by a Committee appointed by the Chair, and this morning were considered by the group as a whole. There was not a unanimous approval of all the points presented, but after some discussion a very general agreement was reached. These will be presented at the plenary session to-morrow morning and perhaps again in the afternoon and again on Monday. Whether the plans of this particular section will come up on Monday morning I am unable to state. Because of the mechanics of the situation we have been unable to have these typed to place in your hands as we would have liked to do, but I am very eager, as the Chairman is, that you will all be there for the discussion. They are very general and they are applicable, we think, to all parts of the world. There are such things as physical examination being desirable for all children, that the nurses and the mother and the teacher should be present, and so on. They are more or less of a general nature. As you know only the registered Delegates will be permitted to vote, but all participating Delegates are allowed to take part in the discussion on the floor. I so much want this as I am sure you all do, that the work of all of us who are here may go on as the work from

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the 1923 Conference has done. It has served as the beginning of a world programme for schools. I like to think of the school programme as a school health service, which I think we are all going to use to a greater extent as time goes on, and from this Conference we are particularly anxious that we will take one step in advance, and we think these Resolutions will help us to do so.

Mr WALLACE: There is one question I should like to ask Mrs Neville-Rolfe. I think there is very little doubt that her remarks as regards the teaching of biology will be generally accepted, but I am not so clear in my own mind as to how far the remarks regarding the teaching of psychology are not open to objection. We have heard one or two speakers this afternoon making use of psychological terms, and I am not satisfied in my own mind that it would be a sound thing to impress the new psychology or old psychology or any psychology directly upon the school child. I think many of us have heard of the devastating results of the system known as psychoanalysis upon young people. No doubt it is a science which it is very desirable that the teachers themselves should be acquainted with, but I think it is a very real danger to introduce psychology into the classroom and so make the pupils themselves rather more introvert than they should be.

Mrs NEVILLE-ROLFE: I did not make myself clear if I caused the impression that modern psychology should be taught to the children in the schools. I agree with the speaker, but I do think that parents and teachers want to have some knowledge of new psychology at all events of a reasonable nature, and I do think we particularly want to impress the parents with the enormous importance of psychology in the early years for the child. That is the point that we are anxious to stress.

Dr WHITE: Do you think that the amount of biology

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that can be studied up to the age of fourteen is enough for the purpose, and secondly, does your biology include physiology? I myself was in a big burst of enthusiasm for hygiene when I was a child, and I began physiology at nine, and I have never regretted it.

Mrs NEVILLE-ROLFE: We do think very definitely in our organisation that the groundwork in biology that can be given up to fourteen is of immense value. Certainly there is a still increased value if it is continued through the later years, but, as we can only get up to fourteen in compulsory education for the moment, we would rather take a half-loaf than no bread. Most certainly we do feel that it does give the child the right attitude of mind towards life. We can certainly impress the unity of living things on the child up to fourteen. You can let a child recognise the normality of reproduction and the responsibility of one's conduct of things without going into any details of sex hygiene at all. With regard to physiology it is more difficult, but I think that it can be done. Even physiology, in as far as it affects the broader issues that I have in mind, is certainly more difficult to cover before fourteen, but even so, the idea that the mind of the individual has to manage the human machine and is responsible for its good work—enough physiology to get that idea into their lives, can, I think, and should be given up to the age of fourteen.

The Social Aspects of Physical Culture.

Address by Mrs ANNA GARLIN SPENCER, U.S.A.

Mrs SPENCER: I shall only stress one point. That is the need of getting a co-operative spirit among the leaders of education for health. In our country, the United States, we have a great variety of standards brought in, a great variety of ideals and a great difference in the scale of living. Our experts, our teachers, our school

directors and nurses, and the like, are like the band—a little too far ahead of the procession. What we need is a more active co-operation between those we wish to benefit and those who are trying to benefit them. I am inclined to think that ours is not the only country that suffers from too great a distance between the leadership and the followers. The only point which I should bring to your attention seems to be that in the new expert groups, the teachers, school nurses and school doctors, we have another type of helper which does form and may form a connecting link in the adolescent age. I refer to what we call in our country the teachers of physical culture, those who are not only leaders of games, trainers for athletics, but who also come into very close contact with our adolescent boys and girls. What we want to do in our country is to establish a very high standard of culture, of knowledge, of special interest and of magnetic personality that will enable our teachers of physical culture to be the connecting link for the adolescents, particularly between the following and those who are leading.

Mrs Neville-Rolfe has indicated a new religion of health, and she, as usual, has struck a note we are glad to emphasise. We are ashamed of dying of preventable diseases. We are ashamed of letting babies die who ought to be kept alive. We are ashamed of getting the burden of failure and incompetency pressed upon the shoulders of the normal, and in that process we must bring all the normal people and those who possibly can be made normal, shoulder to shoulder, with an understanding that from now on we are going to get rid of all the ancient scourges, because we can, and from now on we are going to inspire all our youth with a devotion to make the best and most of themselves in order to play a part in carrying on the life of the race. That has been, I think, stressed at every point, but in the few sessions I have been able to attend we have spoken of what we do for the very young. I want to speak for the adolescent youth. He has the

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idealism; she has the idealism to which we should make our appeal, and if we make it right through the natural tendency of competition and games and translate that sublimated, in the wording of our psychologist, into a great purpose to achieve on the higher side of life, we should get this connection between the leaders and the led, without which we cannot carry on our health programme. We are not only ashamed of dying of preventable disease, but we are ashamed of dying before we ought to. Seventy is the early afternoon of life. Having achieved it, I wish to follow the advice of our great leader in the United States, Dr Smith, who at the age of ninety, assumed that we all should emulate his example and not let the candle go out till a hundred.

It is now accepted by all educational authorities that right physical development of the child is the basis of true mental, moral and vocational training. This acceptance of health and strength as the fundamental need puts into educational fields, as teachers, a class of special experts in health matters in both the preventive and curative divisions of service. It also calls for leaders in athletics, and advisers in personal hygiene, whom we call in America "physical culture teachers." When the adolescent age is reached and sex questions arise and the era of largest interest in competitive games is entered and the group spirit needs guidance, the physical culture teacher may have a great and salutary influence on character training. He or she has the particular task of showing why the body's right to good physical habits is of paramount importance. He or she can show reasons for "keeping fit" to play and to work healthfully, which are larger and more vital and important than purely personal wellbeings. He or she should be able to use the great appeal of race preservation, race culture and the abolition of preventable diseases. He or she should be keen to focus the idealism of youth on the great task, now for the first time seen in all its true significance—the task of raising constantly the

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physical, mental and moral standards of the mass of human beings. To this great end his own life is or may be his own greatest contribution.

Hence, a new religion of health is already in sight; a sense of the sacredness of the body as custodian of the ongoing life of the generations. At the point of greatest interest in his own health and strength, the adolescent boy may be reached at his greatest centre of desire for achievement by the appeal to forego bad habits, careless use of his powers and too great indulgence of appetites.

It is therefore because it is so important to race progress that the youth be influenced at this time to establish the best possible physical habits, that the office of the physical culture teacher in our secondary schools and in colleges is so important. Only men of the highest personal character, of wide knowledge of physiology and hygiene and psychology, of magnetic temperament, and real interest in youth should be employed to help boys and girls in their games, to enjoy out-of-door sports, and to train themselves in strength and health. For the girls of similar age and tastes there is a need for physical culture teachers. They have a realising sense of the demand of the social life upon the mother sex, not just to avoid illness, or even to acquire positive health, but to become worthy bearers onward of the life of the race. It is, therefore, certain that the new interest in health must steady and chasten all its effort in a new social devotion to the race life.

Mrs SCOTT, Japan: As I listened to Miss White's presentation of the way things are done in Detroit, I realised how many widely varying conditions we are representing here, because the conditions in which we have been trying to work to see that the children have a chance of health were as different from the conditions that Miss White presented as the poles. Yet as I try to show you a small section of the work that is begun there, I think

you will find that we have followed rather closely the outline that Miss Oppen gave us in her paper. I was pleased as I sat listening to Miss Oppen. I said to myself, "That is the way we began. That was the next step." I think no one here can think more dubiously of the conditions under which they have been working than we did, but we know it is rather interesting to make bricks without straw, and it is very good to specialise in the impossible. We have the vision. We got every publication we could of the Child Health Organisation, and we just broadcasted all their statements in Japanese all round the neighbourhood. The neighbourhood kept getting bigger until it took in the whole island. We had a scientific background for that to begin with in Japan. Those of you who listened to Mr Tsurumi's paper the other day, know that there is an interest in athletics, but of course we know that health education in the schools is somewhat different from athletics. We have some of the finest doctors in the world in Japan, those who have been spending years in one of the finest laboratories in Tokio. They made a diagnosis of the conditions and had the districts marked where the mortality was greatest and least, and so on, and when it comes to the actual practical carrying on of such programmes as have been outlined here in these meetings, we find the scientists and doctors are ready and willing for consultation and aid, so all our work there has been simply by request.

In this place, where we have this wonderful laboratory, we examined the school children, and eleven thousand out of twenty-four thousand we found to be mal-nourished. In this beautiful Japan we have something else besides cherry blossoms and beautiful scenery. We have people dying of tuberculosis at the rate of a hundred and thirty thousand annually. We could not keep still. We had vision, but vision without action is weakness, and so in spite of the fact that we did not even have a Committee, we could not keep still. We tried to get next to the school

teachers. That is an interesting story. They wanted the help of a foreigner to tell them something about dress. The school teachers of Osaka had decided to adopt an international dress. The dress that you see in the pictures is so picturesque, so nice, for the pictures, but for everyday living the school teachers had decided that five double yards of cloth wound round the waist had something to do with the number of deaths from tuberculosis, and they wanted to do away with it. We were asked to address them. It was simply a chance to establish friendly contact. It did not matter what theme they put forward. They soon found out that the subject would be health before we got through, and so they stopped asking us for other subjects, and asked for health in the beginning. To take a band of school teachers at the end of a busy day, dead tired—they had been on their feet all day long, for that is the rule in the schools, and many of these teachers were sick, though they did not know it, driving themselves to work with headaches the way some teachers in other lands have done—to take a band of these school teachers and watch them become transformed into a band of enthusiastic young women who had shared the vision of health and knew that health was attainable, they could not but share it with their children afterwards. That was the beginning, the co-ordinating of the forces.

I think Miss Oppen's second point was publicity. The findings of that laboratory were kept in the archives. We went to the doctor that was at the head of this Institution and said, "What is this fine equipment going to mean for the housekeepers and mothers in Japan?" Well, he said he would do the research work, but somebody else would have to do the extension work. We are troubled with internal dry rot in our country. The doctor at the head of this thought that that was his duty alone. But the earthquake changed some of the things. As a result of the earthquake this same doctor, who was going to be content to sit back in the archives of his research

laboratory, has found himself making outlines of the correct dietary for children, and he has become so interested in the feeding of these children made homeless by the earthquake that he has been co-opted to the Social Welfare Department of the city of Tokio and someone else is doing the research work. The schoolhouses of Japan are open for discussion on any subject except religion and politics. Well, there was a chance. It was not very long after I found that out that the invitations came faster than I could accept them for talks in the schoolhouses for parents and teachers, and you know what they got. Then we had to furnish them with materials.

There was a "Keep Well Guide" that we got over from New York. I took that to the Superintendent of Schools in Osaka, and he said, "If you get that across into Japanese and adapt it for the Japanese I will see that it is put into every school here." Well, whatever we could get that was good in my own country we put across into Japanese, and then handed it over to those who were in authority. I thought we were going to get that "Keep Well Guide" translated in about ten days, and ready for the printers. It took some eighteen months, but by the time it was translated there was a long line of members and teachers and educators backing it. They had discussed it as to whether that programme should be kept going or not, as to whether the children should drink water or not, but they were backing it when it was put on the market. Some of the printers wanted to get hold of that. They said there was money in it, so we safeguarded it. We found the teachers so eager for ideas as to how to work it. We suggested to them that our home was open any time they wanted to come to talk over these matters. I had the official Child Organisation literature there ready for them. Some of the neighbours said that the railway lines had better put on special cars to come up to the Scott Home, as there were so many teachers coming out

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in that direction. We wanted to show these teachers that better health was attainable, so that they could pass it on to the children and help them to become themselves radio-active with life. Thus it just naturally spread throughout the schools.

There is a lot to be done yet. We have sown the seed here and there. We are searching out those who can be leaders. We find anyone that can possibly be a leader; and how eager they are for training! There is not any special place yet for training. We are hoping that when the Rockefeller Foundation puts up its Public Health Institute there is going to be a Department for Training School Teachers. The Health score cards were put into Japanese. I took one of the "Keep Well Guides" to a meeting of the Rotary Club. They were rash enough to ask me to go to one of their lunches one day. I took a big roll of these posters. Every one of these representatives of the different commercial interests of the city carried home a poster. One man at the head of the biggest department store in Tokio took home five of them. I took one that was left over to a private Organisation where much is being done in the way of juvenile training. I not only wanted to see what they were doing, but I wanted the opinion of those there. When I showed them this, it did not seem to be a new thing to them. They said, "Oh we have that," and they began to tell us what a very fine helpful thing it was. I modestly intimated that I had possibly seen it before, but they said, "This is not foreign. This is for us. This is for the Japanese." So I knew that we had attained our purpose there.

That is only Japan. As for China, when we came across there I was delighted to find the emphasis now being placed upon work in the schools. I needed to check up with those who knew how to do things. In India, where the Governor has proclaimed that health programmes shall be carried out, they like all workers are eager and ready.

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As for Turkey, which is the other country I am supposed to represent, I am afraid that that is rather the darkest corner that you can imagine, but I have found out that there is a doctor connected with the Department of Education. This doctor had power to close the schools this spring in spite of the teachers, because of a supposed epidemic, and he has shown us that he realises his duty by going about and measuring the ventilation of the schoolrooms in rather a didactic way, some of us think. However, he is there, and perhaps it will not do him any harm to expose him to some of this Child Health programme.

THE CHAIRMAN: I have here a copy of the Resolutions of the Committee. The Committee, which was appointed at the request of the meeting the other day by Sir Leslie Mackenzie, was composed of Madam de Calvo, of the Republic of Panama; Miss Hamaide, of Belgium; myself, for England; Miss Sally Lucas Jean, for the United States; and Mrs Scott, to represent the Far East.

The Resolutions were then read to the meeting, and the meeting closed.

Health Education in the Hungarian Schools.

Paper contributed by Dr A. BENEFIT, Hungary.

Hungary was the first State where especially qualified school physicians were charged with the care of children's health and with the teaching of hygiene, although only provisionally in the high schools. This was in 1885.

At the present time in Hungary, every high school, nearly every technical school, and all elementary schools of Budapest are inspected by school physicians. The school physicians have to observe and to control the school building, its furnishing, its equipment, heating and cleaning, as well as to examine and control the health of the pupils. They have to make proposals to the school director

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and to the inspector health officer concerning the necessary hygienic measures, and give advice to the parents of sick children. At Budapest, the school physician has to examine and arrange for free treatment of the teeth of the pupils by the dental dispensaries. He is aided by the school nurse.

Hygiene is taught as a separate subject in every school in connection with life-saving and first-aid and the protection of mothers and children.

Hygiene is taught in the elementary schools by the class teachers; and in the other schools by especially qualified teachers of hygiene.

Only medical doctors can qualify as school physicians or teachers of hygiene. School physicians can qualify by taking a course for health officers or by a course for school physicians. The training of teachers of hygiene is left off provisionally, and the candidates have to visit during half a year in a high school the lessons of some natural science.

ILLITERACY.

Tuesday, 21st July.

Chairman.—Mrs CORA WILSON STEWART, Frankfort, Kentucky, U.S.A.

Secretary.—Miss ARBUTHNOT, Canada.

THE CHAIRMAN: This group is perhaps the most missionary section of the World Federation of Education Associations, because it deals with the interests and welfare of people who are furthest down the scale in education or who have been deprived of education altogether. The history of the Illiteracy Crusade is very well known. Only fourteen years ago the movement started of opening night schools to teach old men and women to read and write, offering them teachers, and endeavouring to wipe illiteracy out within a definite period of time. This does not mean that night schools were not open before; but no such thing as an Illiteracy Campaign to teach all the people of a certain section had been made part of our educational history. The Illiteracy Crusade has more than one object.

One of our main objects is to rouse the illiterates to a desire for education. The vast majority of those do not realise the need, and perhaps have not had their minds awakened. We found when we took control of the illiterates—and I speak from fourteen years' experience—one of our experiences was that if you took control of the illiterates, endeavouring to arouse them to their need to secure an education, you found in many cases that they were eager to learn. In the past they have not known the need, they have not known the opportunity, or where to go in order to get the education.

So it is our privilege to carry to them the message of where and to whom they may go to acquire this knowledge.

Another task is to impress them with the ease with which illiterates learn to read and write, and to acquire the rudiments of an elementary education. In our experience we find that a man or woman can learn to make their signature in one evening, to write a legible letter in ten weeks, and some of them in one week's time. They can learn to read an ordinary elementary reader in six weeks' time, and they acquire the minimum essentials of history, geography and civics in a six weeks' course. Some of them think it is something which comes about in a miraculous way, as manna from heaven.

Another duty is to educate the educated as to the conditions of illiteracy. "Too much attention cannot be given to that much neglected but important branch, the knowledge of men's ignorance." Men, in many sections, are deplorably ignorant. They do not know how many illiterates they have in their own communities. Not only so, they dispute the statistics. The battle of statistics is one that has been fought during the Illiteracy Crusade, but is not the only one. Many times the educated are confused as to what illiteracy means. In my own country some assumed that it meant the inability to read and write English, and we said that was the best example of the fallacy of that belief. Some have assumed that illiteracy is a disease. I am inclined to tell you a little joke on one of our hostesses. Only yesterday I was talking with a very intellectual Scots woman. I congratulated her that Scotland had such a low percentage of illiteracy, and she said, "I am pleased to hear that. Have you very much in the United States?" I said, "Yes, we have a great deal of it in the United States." She said, "It must be a terrible disease!" I said, "Yes, it is a fearful thing not to have education." Now, that is one on the Scots, but here is one on the Americans.

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When they undertook to weed out illiteracy in the State of Mississippi one of the things they did was to ask the teachers in their examinations how to rid the State of adult illiteracy. The idea was that they should think about illiteracy and consider plans for removing it. One of the answers we got was that the way to rid the State of adult illiteracy was to get rid of the adults! That teacher said, "As long as you have adults around you, you will always have illiteracy."

I have been told that educating illiterates is just like letting them into an unlocked garden, but I said, to me it was more like opening prison doors and letting them out of the dungeon. We all hope much will accrue from this Conference. Our programme this morning will require some substitution, but, fortunately, we have persons representing the same nations to bring us messages, from those nations. It is not a fixed programme, and we have left it open purposely in order that those really interested in the illiterates and their emancipation may have an opportunity of discussing this problem. We expected to have here this morning Mr Yen, of China, who is well-known for his work in this connection, but unfortunately Mr Yen has been unable to come with the Chinese Delegation. China, however, has a representative who will be able to take his place, and I therefore have much pleasure in introducing to you Dr PING LING.

Address by Dr PING LING, Dean of the Nankai College, Tientsin, China.

Dr PING LING: I may say we are very sorry that Mr Yen cannot be here. In recent years China has fully realised that democracy and illiteracy cannot stand side by side, one of them has to go, so China has declared war on illiteracy, and the war has been going on for some time. In the removal of illiteracy we are faced with tremendous difficulties, first of all, the immense

number of illiterates in the country. China, as you know, has a population of over 400 millions, and according to the estimates of the National Association for the Advancement of Education there are eighty per cent. illiterates among the population; that is to say, there are 320 million people who cannot read and write. Out of these 320 millions, of course, we have seventy million school children, or children of school age, who ought to be in school or who are not in school at present. So that we are tackling this problem under a tremendous difficulty, which you can hardly realise.

As regards the taking care of these children of school age, we recognise that that is the duty of the Government, and the Government is going on with all possible enthusiasm to provide schools for the children of school age. We have tried to make it compulsory that a child should have four years' education, and although it has not been realised to the full extent an effort has been made in that direction. Out of these 320 millions of illiterates in the country we recognise first of all that there are some people who are too old or cannot be expected to learn with any great efficiency, because the question is so complicated, so we have to select a special group, and we have selected a group between twelve and twenty—young people who are too old for the elementary schools and who never had any chance for normal schooling. First of all, we try to give education to this group, and we calculate that there are 120 million people of this kind—youths between the age of twelve and twenty. That is the first difficulty we have.

The second difficulty we have is the difficulty of the Chinese language. Some of you may realise that the Chinese language is most difficult. To master the Chinese language, so that you can read and write it decently, will probably take ten or a dozen years at least. From my experience of it, I would say it took something like ten years before I could write decent letters or decent

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composition of any kind. The difficulty of the language has therefore complicated the situation to a great extent. The spoken language is different from the written language. You will realise, therefore, that the problem is a tremendous one. Yet we have succeeded to a certain extent in overcoming the second difficulty. We have literally had a revolution in the last few years. We have tried to substitute the spoken language for the written language, and now you find it in the newspapers, magazines and periodicals. Most of them are published in the spoken language, not in the written language, so that that has simplified the matter to a great extent. That, however, does not actually solve the problem of illiteracy, but it has simplified it. For with the spoken language it takes at least four or five years, instead of ten or twelve, before a person can read and write it. We have still, therefore, to devise additional plans to remove illiteracy.

First of all we must have the maximum amount of education with the minimum amount of cost and the minimum amount of time. You know most of the illiterates are busy persons, because they have to earn their livelihood, they cannot spend four or five years in school. Also, the illiterates are very poor people, and therefore you cannot expect them to spend very much money on education. Therefore, with these two things in view we have to find the means to make education available to them. We have had a group of scholars working together for many months trying to select a thousand characters, and each one of those thousand characters has been selected from the most common words which appear most frequently in the newspapers and in daily use. We have been very successful in that direction, and those thousand characters selected have been most useful. People who master those thousand characters can write letters to their homes when they are away, can write business letters, and can read ordinary periodicals

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with a certain degree of intelligence. You see then that the language difficulty has now been solved to some extent.

A DELEGATE: May I ask if each of those characters stands for one word?

Dr PING LING: Yes, and sometimes one character stands for several expressions.

THE CHAIRMAN: Do I understand that you have simplified the language in order to give the illiterates a chance?

Dr PING LING: We have a new system of alphabet. Several years ago certain Chinese scholars got together and tried to work out an alphabetical system.

A DELEGATE: A kind of phonetic system?

Dr PING LING: Yes. By selecting these thousand characters we have solved the language difficulty to a very great extent. I am sure there will be some improvement on the selection of the characters. So far the system has worked out very well.

Now, you might ask how much time does it take for a person to master the thousand characters, because a thousand characters means a thousand different kinds of writing. Each stroke must be placed in its proper place, not as in the English language, A, B, C, D, and so on, where you have only two dozen characters to master. We have a thousand to master, and each one has its own meaning, so that it is very hard for the people to master them. But, we find that that is not so with the Chinese youth. We take them for one hour a day during the six week days, and we can get an intelligent youth to master those thousand characters in four months. And not only is it so in the case of youths but we also find that it is possible in the case of people of advanced age, so that it is a true saying that one is never too old to learn. We have a lady of sixty-seven who learned to read and write in four months, and she got a diploma for that. (Applause.) We say, therefore,

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we must make education available to those illiterates with the maximum of vocabulary and with the minimum of time and minimum of cost.

The next question is how to reach the great mass of people who cannot read or write. To reach every one of 200 million people at once is clearly impossible. We may not be able to wipe out illiteracy in a decade, but we have succeeded quite well so far. In order to reach every illiterate in any locality one must have an organisation. We must stir up the people in the cities and in the villages to get them interested in the subject. We first of all start a campaign in the city, getting the magistrate or mayor of the city interested in the subject, and we make him feel it is his duty to wipe out this illiteracy. Secondly, we get the school teachers to help us, volunteers, who must serve after school hours to teach these illiterates, say, one hour a day, and we also get the High School students to work after school hours in teaching those illiterates for an hour a day during six days of the week. We also have open-air schools during the summer. In some cases we have classes of 200, 400, or 500 pupils, and two or three teachers can manage them very well in the evenings in the open-air places.

Then we have what we call "home schools." A certain family, say, employs a number of maids or servants, as is very common in Chinese families, we make the owner of the house more or less responsible for them, just as if you employed a man servant or maid who could not read or write and it was your duty to see to it that they were able to read and write within four months. (Applause.) The master of the house is made responsible for educating his servants. Also we have a travelling teacher who goes around to collect those servants from the different houses at certain hours of the day, from four to five or three to four. This travelling teacher after school hours will go and collect them in a certain family or a certain place by arrangement, and then she will begin to teach a class of

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20 or 30, and no teacher is allowed to quit his job until he has finished it.

Now, it is a strenuous task to keep at it for four months for six days a week. Then we have certain stations in the city where we place certain students or teachers for the coolies whose work is not business, they do not work in the factories or anywhere else, but they run the streets, and therefore they do not stay in one place. At each street corner you can find our student there for anyone to ask questions based on those thousand characters. Any coolie, if he has five minutes to spare, can go there and ask him questions and he will be taught. We have one thousand and one ways of reaching the illiterates.

Then we have a system of graduating these students; a diploma is a kind of honour to them, and a kind of certificate for their employment in the future. And we say to the families, "You should not employ illiterates in your families. If you already employ them you must make them able to read and write." Thus we bring pressure on the illiterates on the one hand by saying, "You must learn if you want to ensure your employment in the future," and, on the other hand, we say to the employers, "You must make your employees able to read and write if you want social support."

If a pupil has studied the thousand characters for four months we give him an examination on those characters, which consists of reading from newspapers; we take up an ordinary newspaper and ask him to read from it, and we see if he can write a letter home; we say, "Write a letter home telling your wife you are well." If a pupil proves his efficiency in this thing then he is given a diploma. We also have all kinds of demonstrations, and usually the mayor or some prominent person in the city will hand the diploma to the youth who was illiterate before, and it proves quite a stimulus, because many of them are from a very poor class. If they see the

mayor or the most prominent person in the city giving the diplomas they feel highly honoured, and that serves as a stimulus.

After the youth has finished his four months' schooling we have continuation schools for other four months. In these continuation schools we teach them geography, civics, history, hygiene, and so on, and these little textbooks are based on these thousand characters. If any character is employed in those textbooks which is not in the thousand characters they are enumerated, so that you have no difficulty in reading. Usually you find the young people graduate from the first primary school and then go to the continuation schools. For those who cannot go to the continuation schools we have reading clubs, and some of the ladies in the city or some of the school teachers in the city will act as the ladies of the reading clubs and help those youths who want to read books from the public library. They can go there and read, and if they cannot understand there is always someone in the reading-room who can explain to them. That is what we are doing in China. So far we have granted two million diplomas in two years. (Applause.)

The number is growing. With 200 millions you might say it would take 400 years. Nothing of the kind. We hope we will be able to wipe out illiteracy in a generation, if not in a decade. Of course some of them fail in the examinations, and we do not give them diplomas. They have to pass strict examinations—not like some of the colleges where you can get a diploma very easily. (Laughter.) Now you see the ways and means we have employed, the spirit in which we attack this problem, and the result attained. We feel we are quite satisfied. Already we have made, as I say, two million youths able to read and write, not counting those who have failed in this examination. Although the problem is very difficult we feel sure that where there is a will there is a way. (Applause.)

THE CHAIRMAN: I am sure we feel very grateful to Dr Ling for the information which he has given us. The courage of China, I am sure, impresses us very much. I thought we were going to catch Dr Ling in an inconsistency; I thought we could charge him with heresy when he said some were too old to learn, but he redeemed himself by saying a woman of 67 years of age had learned to read and write and she had got a diploma. (Applause.) Now that China has led off we are ready to hear quick, snappy reports from the other nations represented here as to what they are doing to wipe out illiteracy.

Mr MACKENZIE, Director of Public Instruction in the United Provinces of India: I have had the courage to come forward and speak, because the President told us that she wanted quick, snappy reports. I have not come prepared with any material, as I did not know we were expected to give reports, but just by way of starting a discussion I should like to say a word or two, especially as I believe there are some other representatives from India here.

This problem of breaking down illiteracy, to use the current phrase, is with us in India a tremendous problem. It is not only that in India, as in all other countries, there are great movements for the improvement of sanitation, for progress in agriculture, for child welfare, for the development of industries and commerce—movements which demand a literate population, but also in India the matter is now one of considerable political importance. As you know, in India the policy of government is now the gradual development of a system of self-government amongst the people, and it is impossible to conceive of any system of self-government that would be a success amongst an illiterate people. In the United Provinces of India we tackled this problem first of all by attempting to make the schools as attractive as possible in order to get the children to attend; to place the schools as near as possible to their homes; to adapt the curriculum to what

we thought were their needs; and in some places to adopt the system of half-time schools. We certainly did not go in for those methods of propaganda which the last speaker described. Perhaps some of those might have achieved some success with us as they appear to have done in China. But the conviction grew upon us that there was no method short of compulsion which would be effective in the breaking down of illiteracy, and after all I think there is little in history, and I should say in reason, to expect that adults who have a very low standard of living; parents who find the labour of their children to be of some value, could be induced to send them to school by any means short of compulsion. In the United Provinces we have 80 municipalities, and about three years ago we passed a compulsory Education Act which was very much on Western lines, an Act according to which the children between 5 and 11 were compelled to attend school. Parents were fined if their children did not attend, unless a good excuse could be given, and the employers were fined if they employed children who should be at school. That Act has been adopted in about twenty municipalities out of eighty, and I am sure you would like to know what the success has been. I can only say that we have been fairly successful.

The reason has not been lack of money, because the Government offered to the municipality two-thirds of the extra expenditure in every municipality which adopted the Act. We have not waited for new buildings, we have been prepared to utilise hired buildings, ordinary houses, wherever we could get them. I think the reason why the Act has been only partially successful is that it takes time for the civic virtues to grow up which are necessary to make any educational machinery effective. If I may speak for a moment as a Scotsman rather than an Indian, I may say the success of our educational system in Scotland has been due as much to the sense of duty of the people, to ordinary civic virtues amongst the people,

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as to the energy and ability of educationists. But these civic virtues which are necessary for the effective running of educational machinery take some time to develop, and I think we must have patience. I believe as they develop that our compulsory educational system in the cities of the United Provinces will be successful.

In the rural areas we have a much more difficult problem. The people are widely scattered. There is not sufficient school accommodation, even if hired buildings were used, for anything like the number of children who are still outside the schools. The way we are tackling that problem is this : we propose to take a particular area where there is a school, and we propose to apply compulsion to a limited area round that school, say, of a one-mile radius, or one-and-a-half-mile radius, and at the same time we propose that the people themselves should be made to feel the need for education. Many of our schools are only half filled, although there is this crying need for education. We propose that the people in particular villages should be given a period, say, a year or two years, to bring the roll up to a figure which will be determined according to the population, and if that figure is not reached we shall take away the teachers and give them to the people who are crying out for them. That roughly is the method by which we propose to tackle the problem in rural areas. There is no legislation yet along these lines. These are simply the means which are at present under the consideration of the Government.

But even when we have the schools and have the children in them, our great problem is that of the supply of teachers. India labours under the great disadvantage that it cannot call upon that sex which I believe is born to teach. The President referred to the success of a method of teaching by reading to little children. Well, I was quite sure she had in mind women teachers, not men teachers. However reluctantly I may say it as a man,

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I think women have gifts of teaching little children which men can never acquire. (Applause.) Well, we are up against that difficulty in India, that we have to rely upon men—very often old bearded gentlemen—to teach children of three, four, five, and six years old.

A DELEGATE: What do you mean by the United Provinces?

MR MACKENZIE: Roughly, the upper plain of the Ganges, about 500 miles long, stretching from Benares up to Delhi and from Jhansi up to the Himalayas.

A DELEGATE: Do you allude to English education?

MR MACKENZIE: No, I have been talking all the time about the vernacular of the people. I trust that what I have said will arouse some discussion and throw some light on our problem. The agricultural department, which is endeavouring to do good, is up against the difficulty that when they have literature to distribute to the Indian villagers the people cannot read these leaflets, so that I think the expansion of elementary education amongst the mass of the people is a means for their economic uplifting.

A DELEGATE: You spoke about the method of compulsion being adopted in India as against the Chinese method of sending commercial travellers in the shape of propagandists. Will Mr Mackenzie indicate why in India they have adopted compulsion and discarded propaganda?

MR MACKENZIE: I should not say we have discarded propaganda, because I do not think we ever adopted it to any extent. I am not sure whether this gentleman quite understood what I meant, but what I meant to imply was that I have not great faith in methods of propaganda as the means of achieving this result, of making the people literate. I think all such methods help, but I do not believe that any means short of compulsion will achieve the results at which we aim. That is the conviction based on our experience in India.

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A DELEGATE: In those rural communities where you send teachers, don't you require the parents to send their children?

Mr MACKENZIE: We have no compulsion yet in rural areas. The matter is still under consideration.

A DELEGATE: It is only in municipalities?

Mr MACKENZIE: Yes, but we are proposing to extend compulsion to rural areas by school areas, not by whole districts, or even parts of districts, but by some small portions of the districts, namely, village areas.

THE CHAIRMAN: It seems to me we should make this distinction here—Dr Ling was talking about the removal of illiteracy, while Mr Mackenzie is on the prevention of illiteracy.

Mr MACKENZIE: I would like in further explanation to say that what I have been speaking about is the removal of illiteracy amongst the mass of the people. I have not been referring to the Government schools, I have been referring to the schools set up by the people themselves. I have certainly been speaking about schools as a means of breaking down illiteracy—not prevention but making the people literate, which is a positive thing, not a work of prevention, an active work of construction.

Dr PING LING: What is the illiteracy rate in India?

Mr MACKENZIE: I have a very poor head for figures, but I think in our part of the world less than five per cent. of the school-going population are at school.

A DELEGATE: If propaganda has not been tried, can you say that compulsion is better?

Mr MACKENZIE: What I wished to say or tried to say was that we have not adopted propaganda to any great extent. I thought it might help; but I do not think by itself it would be wholly successful in our part of the world.

A DELEGATE: Has any effort been made to instruct the adult?

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Mr MACKENZIE: We are just beginning the education amongst adults.

A DELEGATE: Is there provision for that?

Mr MACKENZIE: Yes. We have night schools for adults, but we have made little progress in that direction, although now we are considering means of expanding the movement of education for adults.

A DELEGATE: How are these schools supported?

Mr MACKENZIE: By District Boards, by Local Authorities, corresponding in this part of the world to County Councils.

A DELEGATE: That is curing and not preventing it.

Mr MACKENZIE: I do not wish to quarrel about words. I have been attempting to show what we are trying to achieve in the way of making people literate, whether you call it the prevention of illiteracy or anything else; I have been attempting to make clear what we are trying to do.

A DELEGATE: What is the school period?

Mr MACKENZIE: From six to eleven.

A DELEGATE: I mean what time of the year?

Mr MACKENZIE: All the year round, except for the month of June, but they have many holidays owing to their numerous feasts, a period of preparation for the feasts, and a period of recovering from them. (Laughter.)

A DELEGATE: And how many hours a day?

Mr MACKENZIE: Usually four-and-a-half to five hours.

A DELEGATE: I would like to ask Mr Mackenzie another question, but before doing so might I suggest that he takes home a message from this meeting to-day to India to this effect, that we think they might extend their methods of education. I feel this about it, that the Chinese delegate gave us very valuable hints. I am speaking for an Adult Education Association, and I believe that one has to be largely a propagandist, because if you can get the people you can generally get people who are prepared to teach. First of all, you have to impress the people with the necessity for education. And that brings me to my ques-

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tion. It seems to me to be a tremendous hardship to say that when you provide the rural areas with teachers, because they do not take advantage of the teachers, therefore you withdraw them, but it just struck me, was there not some fault with the people who send the teachers to the rural areas in this respect—did they bring sufficiently to the notice of the people they were wanting to get at, the fact that there was this educational facility in the district? If they did not, then I should say it was not the people in the district who were altogether to blame, but a certain amount of responsibility should be attached to the people who send the teachers there without first of all, or at the same time, sending a propagandist.

MR MACKENZIE: I am very glad you have raised that question, because I think I said that this was a proposal that was at present before the people in our part of the world, but we had not actually put it into operation. No doubt it will receive a good deal of criticism along the lines on which you have criticised it, and I do not know whether in the end it will be adopted with any stringency—this proposal that we should withdraw teachers where people are not taking advantage of the classes and give them to areas where they are needed. But the people who do advocate this method say that although there will be probably temporary hardship, yet such drastic means as these will be so effective that in a few years there will be no need whatsoever for withdrawing teachers. As regards propaganda, I wish again to make it clear that I attach considerable importance to the speech of the last speaker, and he has given suggestions which I hope to carry back with me to India and see to what extent we can apply them there. I do not by any means wish to underrate the value of propaganda. On the other hand, I wish to put forward my own point of view, that I do not believe that propaganda in itself will achieve in India the results at which we are aiming. (Applause.)

THE CHAIRMAN: We are very pleased to have had

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this message from Mr Mackenzie representing India. I will now call upon the Bishop of Tokio.

Bishop MORODA, Japan, Bishop of Tokio; In Japan we have a complete system of education. The education of children is not our programme, we are past it. What we are mostly interested in is the higher education in Universities and Colleges. The education of children has been going on quite satisfactorily for the past thirty or forty years. Ninety-eight per cent., according to the report of the Government, of the boys of school age are going to school—(applause)—and about 97 per cent. of the girls of school age are going to school. But these statistics ought to be a little modified, because they are taken at the time when the children go to school. After they have entered, some of them leave the school for various reasons. Then there is another fact that you have to take into consideration in the reduction of the proportion. We are very careful in taking a census, but being an island there are many people who are living in boats, some of them are born in boats and die in boats, and we cannot take those people into the census. There must be some children who live all their lives in boats. Now, they are not educated. Even if you take those factors out of the statistics I am quite sure that over 90 per cent. of our children are going to school, and they can read and write.

A little over ten years ago an Indian friend, Bishop Azaria, came to Japan to attend the Y.M.C.A. Conference, and I asked him his impression of Japan, what he admired and what he did not admire, and he said what he admired most was the rickshaw people while they were waiting for guests reading the newspapers, not only the papers given to them, but the fact that they bought and read papers themselves. And what he did not admire was their singing. (Laughter.) Well, I think he was right. That shows how universally the education of children is going on now. We have the same problems as you heard from

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a Chinese representative. It takes a great deal of time and toil to teach small children the Chinese letters. There is a great movement towards the limitation of the number of words to be used in the primary schools, and we are going to reduce the number as far as we can. I do not know how many words there are to be used in the language, but I think there are 2000 words to be used in the primary schools—not more. Another movement is towards the Romanisation of the Japanese words, that is to say to use Roman letters altogether, and that has been going on for a number of years. My own view is that that is the best way to promote the education of Japan.

A DELEGATE: How about the Japanese Kana?

Bishop MOTODA: That is another movement. In some of our magazines those who cannot read Japanese have the Kana alongside.

A DELEGATE: What are the ages of the school children in Japan?

Bishop MOTODA: From six to twelve, and we are thinking of lengthening the time from twelve to fourteen. Japan is a country of systems, and the Government has taken hold of the educational system. I think myself the educational system ought to be compulsory. The children are the children of the State, not only the children of parents, and I think the State ought to take care of them and look after them. (Applause.)

Mr MACKENZIE, India: May I correct a figure I gave? I said in our part of the world five per cent. of the male population were at school. What I meant was that five per cent. of the male population, which is really between thirty and forty per cent. of the school-going population.

A DELEGATE: Do I understand, in view of the high percentage of juvenile education going on during the last thirty or forty years, that the question of adult illiteracy in Japan is practically negligible.

Bishop MOTODA: There are some yet who are illiterate.

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The new education system has been in practice for about thirty years, and there are people still living who cannot read or write, but I think they are very few.

MISS KATHERINE D. BLAKE, New York: Our Board of Education has given an opportunity in the night schools and in afternoon schools for grown-up people to attend classes. And we are also fortunate in New York in having Mrs Elizabeth Woodward, who has devoted herself to trying to eliminate illiteracy among the foreign-born women in New York City. A Committee was formed, and this Committee has raised funds and sends the teachers into the homes. They go into the homes of those foreign nations where very often the husband objects to his wife going to school. By doing that we have educated between 2000 and 3000 women every year and taught them to read and write. Those of you who have read Michael Goupin's autobiography will remember how his mother said because she could not read or write she felt as if she were blind. That statement has been made over and over again to our teachers. Some of them have even said that they felt as though they were deaf. It is a terrific thing to be uneducated in an educated community. The largest percentage of juvenile delinquencies in New York has been traced mostly to those who have uneducated parents.

Mrs NICOL, Lerwick: In Scotland we presume that there is no such thing as illiteracy—(applause)—at least there ought not to be. Education has been so long compulsory with us that now, except in the case of children who are born deficient, there is no such thing as illiteracy; at any rate it has never really come within my notice. I represent a very small part of the British Empire, coming from the Shetland Isles, but there we say there is neither poverty nor illiteracy. Education there is after the good old-fashioned type. With us education is not only compulsory, but it is free; not only is it free in respect that no fees have to be paid, but the school books are free, the

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writing materials are free—in fact everything except the jotters the children use is free. Nowadays we do not confine our education to mere brain work in the school in which I teach, in the Central School in Lerwick. We have an advanced division, in which the girls are taught cookery and needlework, and the boys who are not going on to the secondary division are taught woodwork and school gardening, and both sexes get a very sound instruction in commercial subjects. Although the school consists of only between 700 and 800 pupils we are furnished with at least 25 typewriters, so that when our pupils leave school they are perfectly competent to enter offices. They get, of course, shorthand along with the other commercial subjects. Then those who are not going in for commercial work become quite expert at gardening, and in the woodwork department we presume that they will be able, even if they do not go in for carpenting, to do any repairs about their homes that may be necessary. The navigational side is taught in our school as many of our boys go into seafaring employment. I may mention as regards the locality of the Shetland Isles we lie in the same latitude as Norway, and our islands are woodless; therefore there are no manufactures of importance, fishing and fish-curing being the chief occupations, and our chief exports are fish and men.

Mrs MARY C. C. BRADFORD: I bring you the assurance that the Commonwealth of Colorado, with the approval of the Superintendent of Instruction and the Government, is prosecuting the war against illiteracy vigorously through the schools and various voluntary organisations. Our system consists of a group of organisations working under the supervision of the Department of Public Instruction. The work has been carried on practically ceaselessly ever since the National Convention, which was held in Washington a year ago last January. The point was made that if we had strict compulsory education it would leave us very little indeed to do with adult education, but that has

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not been our experience. We have had the strictest compulsory educational laws that anyone could imagine in various parts of the United States, and yet we have, I am ashamed to say, adult illiteracy. However, I can assure you that the Commonwealth will never cease its work until Colorado can say there are no illiterates of any age above five in our Commonwealth. (Applause.)

THE CHAIRMAN: With regard to the next part of our programme, Mr Huntly, of Canada, found at the last moment that he would not be able to be present, and the representative who was to take his place is not here this morning. However, we are going to have a few remarks by Dr Kimmins, of London.

Dr KIMMINS, London: I have been delighted with your programme. I was very much impressed indeed with some of the illustrations. With regard to illiteracy, I would just like to say that the only place where I come across illiteracy in England is in prisons. I have lectured to them, and I must say that I have never come across such an appreciative audience as prisoners are. We have organised the whole system of instruction for illiterates in prison, and some of the work done there is gratifying to the last degree. The prisoners join classes and become so intensely interested in what they are doing that prison becomes the most delightful place to be in! (Laughter.)

I came across a case the other day which, to my mind, was intensely interesting. A man who had been attending a literary class was writing an essay, when he found to his distress that his term of imprisonment was up before he could finish it, so he went to the Governor and asked him if he would be so kind as to let him remain in prison another day! These men are longing for better instruction, and in the prison we are doing great work.

When I had the pleasure of sitting next to our President yesterday morning at breakfast we were talking about this wonderful system of writing which is now spreading right through the world, what we all know quite

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well now as script writing. I found when I was Chief Inspector in London, while collecting some essays on the air raids in districts where the children had had first-hand impressions of Zeppelin raids, that some of the essays I was able to read without the slightest difficulty, they were so plainly written, and I found that they all came from one school, so I immediately visited this school and I found that there they had had this scheme of what we term script writing going on for some time. Then we had a meeting of the teachers in London, and I must say I never came across such enthusiasm about any subject. This simple method of writing approaches much more nearly to the printed page, and the children in learning to write have not to contend with two kinds of script. The children progress very rapidly indeed, and in consequence is that it is spreading like wildfire through the schools in England. When I was over in America the year before last I found a great wave of enthusiasm for this kind of writing. It is going ahead, and it impresses me as being of singular value in combating illiteracy, because the whole thing is so simple. Children we find in our schools can now overcome all the difficulties of writing in a very short time, and adults can transfer from one kind of writing to another without difficulty. There is any amount of literature on the subject. I do not want to detain you, but let me tell you this that for illiterates there is nothing in the world to be compared with it. I have seen some of those delightful samples here; that can be done in even quicker time still by means of this simple method of writing, but I do not want to go into the details just now. I will just conclude by saying that having been to a meeting on illiteracy I find it is most fascinating, and I can assure you I won't miss any of it in the future.

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Wednesday, 22nd July.

Chairman : Mrs CORA WILSON STEWART.

THE CHAIRMAN : The first topic of discussion is "The Relation of Illiteracy to World Problems." Mrs Mary C. C. Bradford, U.S.A., is to lead on this subject.

Mrs MARY C. C. BRADFORD, Colorado : The topic deals with the relation of illiteracy to World problems and the sub-divisions given in your programme relate to Social Conditions, to World Economics, and to Peace and War. It seems to me that these sub-divisions that are given to the one great world problem are conditioned very largely by the thing that we call Education. To me education is the interpretation of Life, of Life in terms of true beauty, freedom, efficiency and service, and I always spell the last word with four letters "Love." Now if this thing that we call Education is really the interpretation of Life, you cannot expect a social condition, an economic condition and a condition that will help to prevent War, to prevail anywhere unless at least the tools of Education are put in the hands of all the people. It seems to me that the freeing of all mankind from the fetters of illiteracy is one topic of tremendous importance. It is wonderful to talk about the Universities and inspiring when we consider the work done in our elementary and secondary schools all over the world, but when you think of the millions of people who cannot read and write, who have not the tools of education, and who have not the means of access to the body of common knowledge that alone can build a world-wide civilisation, it is appalling. I am tremendously ashamed that in our State we should have the large amount of illiteracy that exists there. It seems to me that everyone attending this Conference should feel it to be a matter of personal honour, and should feel that he or she is personally dishonoured as an educator, as a school man or school woman—whether we are administrators, or supervisors, or workers in the classroom—if

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we refrain from entering this great army of soldiers for the common good, pledged to work for the abolition of what Mrs Stewart so aptly calls this last remaining enslavement of humankind. Yet, after all, upon this enslavement of humankind rests economic enslavement and social enslavement.

Now, what do we mean when we talk about social conditions? A social organism means the way in which men and women have learnt to live together so that righteousness may prevail. We have no right to talk of social progress or advance unless we have a social framework that makes it possible for men and women to live together so that righteousness may prevail. How can you have the right kind of social condition, the right kind of co-operation between individual units which taken together make up a government or social system, when large numbers of these units have no access to the body of knowledge that is common to all the literate group? To a certain extent they are outcast. They have no idea of the things that we are thinking about. They only faintly apprehend the motives that energise us. They don't get the thrills we get from thinking thoughts in common. If we are to feel our sense of personal responsibility, if we are to feel our sense of personal dishonour when any fellow-citizen suffers the degradation of this enslavement, it seems to me that we should realise that there can be no social advance with a large body of illiterates and, of course, social advance is connected very vitally with economic advance.

Some of us believe that one has no right to receive from society the thing that we call a living, the clothes we wear, the food we eat, and all the things that go to make a civilised living without wanting to assist in returning service of vital value. Men and women alike owe to society a service of vital value in return for the thing that we call a living. Now, if that be true, is it not true also that this service is tremendously impaired when there are

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numbers of people who are shut out from the vision that clarifies our service? Think how extremely fragmentary must be the thinking to which our illiterate brothers and sisters are condemned.

Then there is the question of Peace and War. All that will be necessary in the years to come for the abolition of War is for us to know each other better. What are the things that separate us. Some little superficial thing may separate you and me, just tricks of training and heredity, superficial things that don't amount to very much. It is an impossible thing thoroughly to know people and not really like them, and I think that is true of the Nations. It is psychologically true that mankind fears the unknown, and fear is a terribly uncomfortable sensation. Mankind hates that which makes it suffer, and fear makes it suffer. We don't know the other country, and because we don't know them we are afraid of them, and because we are afraid of them we hate them, and that is the cause of war. It is from those things that separation comes that makes it impossible for mankind to live at peace. So you have this great body of illiterates in every nation, and I wish the United States had fewer of them than it has. I wish we stood higher in rank than we do in the illiterate column. Take the great question of illiteracy all over the world and think of how impossible it is for there to be a real understanding between the peoples of the earth with the great masses of illiterates that exist—great masses of people who have not the ideals that open the way into this education which is the interpretation of Life, the interpretation of Life in terms of truth, the interpretation of Life in the terms of truth of nature, the truth of man as a social individual, and the interpretation of Life in terms of beauty. Think of the enslavement of men and women who have so little to choose from, who have not the great ideals of the world presented to them, between which they may make their choice. Think of the miserable inefficiency to which we condemn our illiterates.

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Lastly, and above all, education is the interpretation of Life in terms of service, in terms of love, in terms of the thing that lets us understand all about our fellows, so that knowing our fellows we may love our fellows. I have a friend who defines Love as conscious unity, and I love that definition—the great sense that we cannot possibly hurt another without hurting ourselves. We talk about the Fatherhood of God, and it is a beautiful metaphor, but if we realise ourselves as all functioning in the universal Father, in the universal Spirit as a part of His will and the expression of His mind and of His love, then we have conscious unity with all mankind. It seems to me that the relation of illiteracy to social conditions, to economic conditions, and to the prevention of war, is very very close, and I appeal to all of you with the old French motto *Noblesse oblige*. By just so much as God has been good to you by giving you ample educational opportunities, by letting you live in countries where you can function freely, by all that you have and all that you are, and all that you have a right to hope to be, you are obligated to lift the burden of illiteracy, to strike the chains, as Mrs Stewart has so often said, the chains of this kind of slavery from the minds of the people of the world. *Noblesse oblige*—don't forget it! The more favoured nations owe this to the less favoured. The more favoured in all the nations owe it to the less favoured people in their own countries. By just so much as we have had rich and ample opportunities does the God of Nations lay upon our souls the command to serve those who have not been so favoured. Let it be said by each of us as we said in the War: "Lord God of Nations take our service, use us, let us live and die for Thy children." This to me is the relation of illiteracy to world progress. This is the individual relation of each person here to the great problem of illiteracy, and let us make it individual, because platitudes don't count in the progress of the World. (Applause.)

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THE CHAIRMAN : We are very grateful to Mrs Bradford for her address and for opening this discussion. We are dealing with a new problem and we are on virgin soil. Very few of us know much about illiteracy. The subject is now open for discussion.

DISCUSSION.

Mrs SHEPPERD, North Dakota : We have been working very hard to accomplish our slogan, which has been "100 per cent. of Literacy 1924." Is there any State that has recorded 100 per cent.?

THE CHAIRMAN : There is no State that is entirely free from illiteracy so far as we know. The State of Ohio stands at the top of the scale with one and one-tenth per cent. illiteracy; Nebraska is next with one and eight-tenths per cent. Both of these States are going on to wipe illiteracy out. North Dakota is making a determined war against illiteracy. The results are that in a three years' campaign they have reduced illiteracy from two and one-tenth to one and seven-tenths per cent. Some of the counties report that they have fewer than twelve illiterates left. The first county to wipe it out entirely was in North Dakota. When they came to the last illiterate, a man 45 years of age, the County Superintendent of Schools went out in the country and lived in the home of that man and gave him his first lessons and started him on the road to literacy. No State is entirely free. We want everybody to have a fair chance to discuss this problem. It occurs to me that you are not so much interested perhaps in abstract things as in the sort of programme we had yesterday which we did not finish, namely, measures of relief for adult illiterates and standards for guidance.

Mr MANSFIELD, Tipperary : I come from Ireland and would like to know what is the test of illiteracy in the States.

THE CHAIRMAN : Our standard of literacy in the United

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States, as passed by the Federal Census Bureau is, assuming a person can read, that he must be able to write in some language. The Federal Census Bureau asks each citizen of the United States the question at the end of each decade, "Can you read? Can you write?" and the declaration of the individual is taken as the test. Does that answer your question, Mr Mansfield?

Mr MANSFIELD: You mean he must be able to read the English language.

THE CHAIRMAN: The common language.

Mr MELLON: I represent the Educational Institute of Scotland. I would like to ask, referring to world problems, whether it was the illiterates in Germany or in France or in this country who plunged almost the whole of Europe and 50 per cent. of America into war?

Mrs BRADFORD: They were spiritual illiterates because they did not know their fellows.

Mr MELLON: May I ask that the campaign should begin at the top with this problem of spiritual illiteracy, which is far more destructive than that illiteracy which America is taking pains to wipe out? The standard of being simply able to read and write, which the last questioner brought out, does not enable us to compile fair figures and statistics of illiteracy because we in Scotland, a country which has earned a reputation for education, have a very large number of people who would pass as literates; that is they are able to read and write; but the extent of their reading is the racing news in our Press and the columns of our Sunday papers which chronicle sordid murders and more sordid divorces. Are these people not illiterate? The Chinese representative said that 80 per cent. of the Chinese people are illiterate, but possibly the figure is much smaller if you have to call these people illiterate who have simply used their knowledge of reading and writing to read the racing columns of newspapers in the forenoon and the columns of a Sunday Press at the weekend. These statistics should be built up on a much higher

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system as a test, not simply the question of being able to read and write one's own name and to read the columns of a newspaper.

Dr LING, China : According to the test applied in our country, a person must be able to read the newspapers with a certain amount of intelligence, and also be able to write a letter intelligently—an ordinary commercial or home letter. There are many people in rural districts of China who can keep their accounts or who can read a few simple characters, but who are reckoned as illiterates. The illiteracy would be very much lower if these were included. I mean that if we took the standard as it has been defined by Americans, the present illiteracy in our country would be very much lower than what was recorded yesterday.

Mr FRANCISCO VIZCARRONDO, Porto Rico : Besides being associated with the American Delegation in this great Conference, I also have the honour to be the official representative of the little island of Porto Rico, an island only 100 miles in length by about 40 miles in width, about 4000 square miles, containing a population of about one million and a half people, representing about 400 people per square mile. Twenty years ago the percentage of illiteracy to the then population was about 80. During the last 20 years this high figure has been reduced to less than 40 per cent. At the present time we have about 450,000 children of school age, that is between five and eighteen, and 250,000 of those 450,000 attend school. That does not mean that the remaining 200,000 have never been in school. Many of those 200,000 have been in school and have left school some time after the fourth or fifth year. The forty per cent. of illiterate people are largely people from the age of thirty onwards who, twenty years ago, did not have the opportunity of a school life. We have worked very hard so as to reduce that high percentage of illiteracy among the adult people and we have succeeded in reducing it year after year.

We have Night Schools for these adult people. If we consider the fact that they are very poor people and that the great majority of them live in the rural zone, we may feel pleased with the returns. We are not able to do more than we are doing along these lines, because our economic conditions do not permit. Our school system is organised on the same basis as the school system of the States. A big campaign is being carried on at the present time and the people of our little island expect to have illiteracy reduced during the next five years, that is by the time the next census is taken in the island, to less than twenty per cent. A census of those who can read and write is taken every ten years.

Miss HOLBROOK, Chicago: I think the remarks of the gentleman from Ireland together with Dr Ling's statement and the address of the first speaker should lead us to think about our definition of illiteracy. To give a man or woman power to read and write, or to read, especially without giving such a person some idea of what he or she should read and how to read is not sufficient. It is a question whether knowing how to read is of great value unless the spiritual feeling goes with it. Would it be possible for us in this group to combine these facts and ideas and put them in a little brochure to be sent out to different countries, impressing the ideas we have just been discussing upon the various people. We must impress upon teachers that they must not be satisfied with the simple fact of making a person, as we call it, literate, but the necessity of giving those who are being taught the idea of what this will mean to them if they read that which we all know is good and true and beautiful and not what we all know is the tendency of a great many people, to read only from the ordinary, stultifying, and debasing sheets that are put before them.

THE CHAIRMAN: This section has been instructed to appoint a committee that will phrase the findings and the

conclusions of the delegates upon this matter, expressing the thoughts and desires of this group. A committee will be named this afternoon. If there is nobody else who wishes to discuss this part of the programme we will go on to the next speaker, but may I first say something about the standard of illiteracy in countries other than the United States? In some countries they find the illiterates by examination of the marriage licences and from the Army records, but it would be valuable for this group to know how the different nations locate their illiterates, whether they take a census of them. May I ask the delegate from Porto Rico what is the method taken in Porto Rico?

Mr F. VIZCARRONDO: We follow the same method as in the States. We consider people of ten years of age and upwards and we enter the names and the ages of those who know how to read and write. We do that every ten years. The next census will be taken in 1930.

Dr LING: The work of reducing illiteracy in China has been carried on by the Chinese National Association for the Advancement of Education, which has appointed a committee who have taken twenty representative cities and twenty representative rural districts in which to work. They go from house to house and make examinations.

THE CHAIRMAN: What we are anxious to know is how you arrive at this in Scotland. What is the percentage of illiteracy in Scotland and how do you obtain that information? Is there anybody here who can give us that figure?

Mr MELLON: According to the test applied in America there is no illiteracy, but according to my test there is a great deal of it. We have had compulsory education since 1872 and the few people who cannot read and write are very nearly in the cemeteries; so according to your test in America it is unfair to take these old people into account at all. Leaving the old people out and taking it that we have had compulsory education

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since 1872, and a child is bound to remain at school from five years of age to fourteen years of age, there is practically no illiteracy according to the American test.

THE CHAIRMAN: But according to the figures you have given out to the world through your official sources, what is the percentage of illiteracy in Scotland?

Mr MELLON: I have never seen an official statement of our percentage of illiteracy.

Mrs BRADFORD: There may be emigrants who are illiterate.

Mr MANSFIELD: Children under seven were bulked among the illiterates in Ireland. Also, there were people in Ireland well versed in the Irish language, able to speak and write it and skilled in history and poetry, and they were bulked among the illiterates. I take it for granted that some of the illiterates in Scotland were those who knew their own language but did not know the language of the people of Scotland, the language that the Scottish people had forgotten. After all, you must remember that the Irish missionaries colonised Scotland. The position is that in Ireland up to the present time we have taken no census of our own, and the conditions under which the census was taken were altogether wrong. Mere children were bulked among the illiterates and people skilled in their own language, the language common to the Highland Gael and to the Munster man in past days, were set down as illiterate, which is not the case.

THE CHAIRMAN: What are the illiteracy figures for Ireland?

Mr MANSFIELD: If you judge by the standard of a person absolutely ignorant of both languages, there is none; but if you go simply by the standard that seems to be your own as a test of illiteracy, as spoken to in this hall, I take it for granted there would be seven per cent. or ten per cent.

THE CHAIRMAN: These questions are being asked in order to get at the accuracy of the figures that are given

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out officially to the world. We have them here—for Scotland one and six-tenths per cent and for Ireland nine and two-tenths per cent.

MR MANSFIELD: That would be on an English standard.

THE CHAIRMAN: The question is also being asked in order to find out how much educated people know about the illiteracy of their own countries. We in the United States did not know much about it when we started our campaign.

A DELEGATE: Do these figures you have mentioned include mental defectives?

THE CHAIRMAN: I don't know, and that is why this is a very important matter.

THE DELEGATE: The mental defective is a much greater danger to the State than the illiterate. The illiterate may be perfectly intelligent.

THE CHAIRMAN: There are many problems that may be brought up here under this group, but we feel we require to confine ourselves pretty clearly to the problem that this group was formed to consider.

The Rev. J. H. MACLEAN, Madras: In India, this is one of the matters that is looked into at every census, for all the India States as well as British India. The test of a literate is a person able to read and answer an ordinary letter, something about fourth grade education. According to this test only a little over eight per cent. of the people of India are literate; ninety-two per cent. almost are illiterate. From that number you have to deduct the children of very young years.

THE CHAIRMAN: A very interesting survey has been made in the State of Nebraska and I call upon Miss Ruth Pyrtle to speak to that matter.

MISS RUTH PYRTLE, U.S.A.: In response to the Chairman's request I shall briefly report to you the work of the Commission in Nebraska in the past year. May I say in explanation that as regards the taking of the

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initiative, Mrs Cora Wilson Stewart is the name I would mention first? It was through her inspiration and that of all the Federations of Women's Clubs, started, I think, about two years ago. The movement was to ask each of our 48 States to make an illiteracy survey if possible to discover how many illiterates each State had and to suggest remedies. It has been worked out in various ways in various States. Some are not finished and some are in progress. Nebraska began about a year ago by asking the Governor of the State to appoint an Illiteracy Commission. He did so, naming nine people who served voluntarily without payment on this Illiteracy Commission. The Governor himself states this as the purpose: "To provide for and direct a survey for the purpose of ascertaining the proportion of the people in the State who can neither read nor write; to determine the best means to reduce illiteracy to the minimum, and training for those who are deficient; and to make report and recommendations to this office at least sixty days prior to the next session of the legislature."

Our problem was to discover the 13,783 people who are listed, according to the 1920 Government census, as illiterates, in Nebraska, to know where they are and why they are illiterate, and what the remedy was to be. The Commission has been at work for more than a year. I happen to be the secretary of this voluntary Commission, voluntary so far as the work goes. Among others there served on this Commission the President of the Nebraska Federation of Women's Clubs and a member of the Board of Education. This Commission was responsible for having a committee appointed in each county of the State. We have ninety-two counties in this Commonwealth. Our State is 400 miles long and 200 miles wide. In each county a committee of five was appointed, leading people in the county, to be responsible for making the survey. When all the reports came in they were tabulated by the Commission. Not having any funds to work

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with, we asked the leading organisations in the State such as the Teachers' Associations, Women's Clubs, the American Legion, etc., to contribute a nominal sum of twenty-five dollars to give us a sum to work with, for instance, for postage. When they responded we had sufficient for that purpose. When the returns were all in they were tabulated and we have discovered that there is some misunderstanding about the term Illiteracy as defined by the Census Bureau.

We found that the definition had not been correctly interpreted by the people conducting the Government census, because we found out that people who spoke several languages well—foreign languages—had been listed as illiterates because they did not speak English. When they were asked a question, perhaps they did not understand and perhaps the Census Enumerator did not understand. We asked each county to follow its own method, but we suggested a method. We sent to Washington and had the names and addresses of these people copied so that we could make a house to house canvas and know exactly about the cases. We have no illiteracy in the cases of children under sixteen years of age, because the compulsory education law takes care of that. I am referring to adult illiteracy.

Another point brought out this afternoon has been the question of the feeble minded. The people in institutions are listed in America. When those people were recorded, when all the returns were in, we found that that reduced the illiterates from 13,783 to about 4000. If you take one of the sets of figures in round numbers to be about 4000 and divide that figure by the population of our State, 1,250,000, the result will give the percentage of illiterates in Nebraska. The survey shows that the average age of an illiterate in Nebraska is well over forty years, that these people have had no opportunity of education in their youth, and that in some cases the children of those people are receiving education through sacrifice on the part of

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their parents. Our survey shows the necessity of a more rigid compulsory education law. The law is not enforced as it should be. That is part of the report we shall make to the Governor. It has not been made yet. At least 2000 of the 4000 persons I have referred to are people who are in institutions or who should be.

Mr MANSFIELD: You include them up to what age?

Miss PYRTLE: Those over ten years of age who cannot read or write are considered illiterate. Iowa, our neighbour on the East, which boasts of a very low percentage, one-tenth of one per cent.—arrive at that by doing a certain piece of intensive work. We call it "fine tooth combing" in America. What is our remedy for these 4000 persons I have referred to? Two thousand of them cannot become literate because of their incapacity, and others are elderly or getting to be so. I think Father Time will be the remedy for some of them, and the only remedy.

THE CHAIRMAN: I have a proposal here that has been left by Mr Clarke, one of the delegates, which he has asked me to put before the meeting. It is: "That the various tests of illiteracy in the different countries of the world be collected and collated, and thereafter a definition of the term 'illiteracy' be framed, consideration being given to the moral element involved."

Mr MOORE, Leeds: I want to be perfectly clear upon this matter, in regard to the last part of the statement. We are considering illiteracy. First of all it is a question of definition. We are not quite clear what is meant, but surely we have this much in common: we want to make certain that people should have the means of education, that they should be able to read and write. If we start to consider what they should read after they have learned to read and what they should write, we are entering upon the province of other departments. That is the point I want to make.

Mr MELLON: Instead of worrying ourselves about the small percentage of people who cannot read, we have a

far greater problem to consider. I think the people who can read and write, but read and write wrongly, are a very much greater source of danger than those very young people and old people and feeble-minded people who cannot read and write at all. Instead of worrying about these people, our aim should be to deal with people who have the use of the tools, or who have had tools placed in their hands, who use those tools, like children and fools, to hurt themselves and the community.

MISS PYRTLE: Point two or point three seems a small matter, but we want to do everything we can to reduce the percentage still further. The remedy is the evening school adult education. All the schools should see to it that in their methods of instruction they give the sort of thing that Miss Holbrook and others are asking for. We are getting some people forty and fifty-five years old in the evening schools. Last winter in the evening school which I have the pleasure of directing, a Swedish woman who came to our shores 28 years ago told me that she had been at a night school for three years. She said that when she came to America, as people did in those days, she had to struggle to get a living out of the soil. After educating her three daughters, who are now among our best teachers, in the schools where I work, she said, "It came to be my turn and so I have been in school." She was in our evening school for three years, and last year she took her final papers. We are trying to have these opportunities for evening schools for expert work or adult education in every possible place, so that those people who have had education shut off from them, as Mrs Bradford has been describing, will come to them and will have an opportunity to get that.

MRS BRADFORD: There is a school in Denver where any one of any age can go to at any hour of the day or night up till half past nine, people who work, and we teach everything that seems to be in demand. If five people demand a class they get it, and the school runs

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from eight o'clock in the morning until half past nine at night. There is supper provided for those that come there from their work. That is one of the public schools of the city and county. Illiteracy work is carried on there and everything is carried on right up to the high school. People are taught English and foreign languages and trades and whatever they seem to need.

THE CHAIRMAN: It would be as well if those who have suggestions to make should hand them into the Committee as Mr Clark has done. Upon the question of whether we should give more attention to those people who, although they can read and write, read literature of which perhaps we don't approve, it seems to me that that is beside the point. Because some people make ill-use of their opportunities and knowledge is no reason whatever that due attention should not be given to the millions who have never had any opportunities and who perhaps would make better use of them if they had them. I feel that it is perhaps injecting into the Conference a note that might be discouraging to some of the delegates who represent nations that are very illiterate, nations like China who are carrying on in such a beautiful and courageous way to give an opportunity to the millions of illiterates. We hope our delegates will be able to take back a stimulating message.

Our speaker on the Human Side of Illiteracy, Mrs Hanse Mehta, India, is regrettably absent from this Conference. We hope there may yet be an opportunity for such a speaker from India, but we cannot hope for that for this afternoon. We have been asked to hear Dr Hippocrate Caravias, upon what is being done for poor children in Athens.

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Address by Dr HIPPOCRATE S. CARAVIAS, Delegate of the Literary Society "Parnassos," Greece.

Dr CARAVIAS: The Literary Society "Parnassos," which was founded in 1865, is among the oldest and most important Literary Societies of all Greece, and its members belong to the most select literary and scientific circles.

The Parnassos is divided into four sections: (1) historical and archæological, (2) legal and political sciences, (3) fine arts, (4) physical sciences. Communications are made to these sections, and philological and scientific subjects are discussed. In the large hall of the Society, which is one of the finest in Athens, lectures are given regularly, not only by members of the Society, but also by eminent foreign scientists and distinguished men of letters who happen to be passing through Athens. The section of fine arts also organises yearly exhibitions of paintings and musical concerts and classical theatrical performances, and in general one may say that the Parnassos concentrates the greater part of the intellectual and artistic movement in Greece.

But the most important, the most useful, and the most practical work of the Literary Society Parnassos is universally acknowledged to be the foundation of the School for Destitute Children, in 1872, and which has saved many tens of thousands unprotected boys from ignorance and moral abasement, and has succeeded in eradicating completely the traffic in children by unscrupulous exploiters who used to hire out the boys who came from the provinces to Athens in search of work, and who eventually became a burden to the community.

The Parnassos founded the "night school for destitute boys," where the unprotected children were collected and taught (at first by members of the Society and later by special teachers) essential encyclopædical notions; enlightened them by the teaching of moral and religious precepts; and instilled into their minds the love of their

country, the desire of honest work, and the sense of duty. Between 1600 and 1800 destitute boys, who arrive alone and unprotected from the provinces, and of late years a great number belong to refugee families, study at the central night school and at two branch schools in the city of Athens, and there from 6 to 8.30 every evening after their daily work they are taught the essential lessons, explanations of the Gospel. Those who show any disposition are taught singing and recitation. Gymnastics are compulsory for all, as well as weekly baths at the school's bathing establishment. They are vaccinated at regular intervals, and are examined by doctors attached to the school, and when they are completely destitute they are provided with books and clothing. At Easter-tide they partake of the Easter dinner. All this entirely free.

The Parnassos has founded other similar schools in other towns of Greece: Patras, Salonica, Calamata, Cephalonia, Syra, etc., which are now autonomous and bear excellent fruit. Many of the pupils of the school for destitute boys of the Parnassos have distinguished themselves in their careers and are now prominent scientists, schoolmasters, senior officers, merchants, manufacturers, etc.; who are deeply grateful to the Parnassos, where they were taught the first elements of moral and intellectual culture and guided on the road of progress, and thus enabled to become good Christians and citizens, useful to the community. One of them, now a prominent manufacturer, who has millions at his disposal, and employs hundreds of workmen, related at the yearly examinations and prize-giving of the school his touching story: how he was a poor boy, the servant of a cobbler, and used to come to the school where he was taught the first elementary notions, and used to study at night by the faint light of a tiny lamp, but the Parnassos gave him the precepts of the love of work and progress, and as a token of gratitude he instituted a yearly prize of 1000 drachmas for the best pupil. Many other prizes are also

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given to the best pupils, and amongst others the prize of moral worth, which is awarded to the pupil who has shown the best conduct and acts of perfect honesty. It is to be remarked that, owing to the moral precepts which are inspired in these poor neglected children at the Parnassos School, they are noted in the community for their honesty and straightforwardness, and we have had many examples of this: they have often found large sums of money, which they have immediately brought back.

During the day the pupils of the Parnassos work at various trades, such as errand-boys, newsvendors, shoeblacks, servants, carpenters, shoemakers, etc.

Concerning these philanthropical works of the Parnassos, I have communicated reports, as its delegate, to the Congrès Internationaux de l'Assistance publique et Bienfaisance Privée at Paris in 1900, Milan in 1906, and Copenhagen in 1910. These reports were received with praise and deposited among the official proceedings of the Congresses.

The Parnassos publishes an annual wherein the year's activities are noted, together with important literary and scientific studies by eminent Professors of the University.

The Parnassos has been awarded first prizes at the Universal Exhibitions of Paris in 1889 and 1900, for its philological and philanthropic works, and all the eminent foreign men of intellect and scientists admire its work and in particular the School for Destitute Children, which they consider unique, and they always mention it very admiringly and eulogistically.

This is a brief summary of the work of the Literary Society Parnassos which I have the honour of representing at this international and distinguished gathering of the Federation of Education Associations.

A DELEGATE: There is one aspect of the illiteracy problem which interests a good many of us Britishers, because we have the problem of how to deal with illiteracy

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among a great many different races. We have been discussing this afternoon the question of illiteracy in America and China. In America you are teaching the American language. If you carry your mind to British East India, it is a very different question. The aspect I am particularly interested in is how we can best assist the illiterate races in education upon such questions as Public Health. The real problem from my point of view is, are we to have in this section an opportunity of discussing those methods of bridging the illiteracy gulf in giving the essence of the knowledge of citizenship and public health questions which will increase the welfare of the illiterate units and are we to discuss the methods by which that can be most effectively done?

THE CHAIRMAN: That will be part of the problem on Friday morning.

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Friday, 24th July.

Chairman: MRS CORA WILSON STEWART.

THE CHAIRMAN: We regret that the leader for this morning, Princess Santa Borghese, Italy, is unable to be present to-day, but we have someone here to present the subject that the Princess was to discuss with us who has had a great deal of interest in the subject of Illiteracy, Dr P. P. Claxton of Oklahoma.

Dr P. P. CLAXTON: Two days ago I said with great pleasure to Mrs Stewart that I would be present this morning and participate in the discussion. Only a few minutes ago was I asked to discuss this subject. I am thrilled with the magnitude of your enterprise and the courage that enables you to undertake it. I believe more than half the population of the world is illiterate judged by standards which we have in the United States—those who cannot read or write in any language. Probably the percentage is much larger, 60 per cent. or more, if you apply the Chinese standard, the ability to read a newspaper and to write a letter. In fact, we thought we found at the time of the drafts for the Great War that approximately in the United States 25 per cent. of all our people were illiterate according to that standard, although only about four per cent. according to the standard which we have adopted officially. I am sure that the various phases of this subject that I would like to refer to briefly have been discussed. We have all learned that under modern conditions over the world it pays to teach people to write and to read. No people ever yet became poorer by making themselves efficient, by acquiring more scientific knowledge, more technical skill and by acquiring ability to see their opportunities and to seize them intellectually.

As was said more than one hundred years ago, the only way to help people is to help them to help themselves. We have learned that the best way to help these people

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is by giving them the means of communication, the means of going beyond the limit of their own senses and by opening the world of literature to them. Dr William T. Harris said once in an address I heard that there was a greater difference between the man who can read and the man who cannot read than there is between the man who can read and the graduate of the College or University, because if a man has learned to read, then all the literature of the world is open to him, and he has the power of raising the dead and making his companions those who have had the best thoughts to utter throughout the world. That is open to those who have learned to read, and it is closed to those who cannot read. I know nothing of greater importance for any individual than to give him the power to read and to write, and that means more than simply ability to put our words on a printed page. This is a great enterprise, and if in this generation or the next generation it should be accomplished, possibly nothing ever done in the history of the world will prove to be of more importance. If we could attain to a state of universal literacy, it is practically impossible to conceive the idea that we should ever go back from it.

The subject which you have before you this morning, which was to be discussed by the Princess, is the problem for bringing the illiterate into good fellowship with his literary associates. It is perilous for anyone to attempt to discuss any subject and to interpret it for another person. It is important that we shall not make the illiterates in any community feel that they are set apart by themselves, that something is being done for them as a charity, that something is being done by a group of people occupying a higher station in life, people who are more fortunate doing something for those people who are less fortunate. Whatever is done must be done as of man to man and of woman to woman, of human beings to human beings. It must be done as a thing of common interest not done to those alone who are being taught, but

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as a thing having value also to those who are doing the teaching.

Four means of bringing that about are set forth in your programme: (a) "Through Special Types of Schools and Home Classes." I am delighted to know that the phrase "Home classes" is included there. We have found it practically impossible in America to teach illiterates in classes with children. Our schools are open for children and designed for children, and their courses of study are those in which children would be interested. The students are treated as young people. Those adult illiterates have other interests. They have other attitudes towards life. They have other means of thinking of their relation to life; they think of their relation to life in a different way from that in which children think. It is necessary that there should be some kind of special school for them where they may be taught together in groups, not with children, but in groups with their fellows of the same age and with the same interests. One of the methods adopted has been the night school, and possibly that is the most effective.

I think, possibly, you have learned how this great movement for the education of illiterates started in the United States, by the Chairman of this meeting, in what was called Moonlight Schools in a rural county of Kentucky, where the illiterate men and women came together in schools and classes on moonlight nights during certain times of the year. In the cities we can bring these people more easily together by means of night schools. In my own city, where there are comparatively few people illiterate of any race and few negroes, last year we had one hundred and about half as many white people in classes in the evening learning to read and write. Methods of instruction can be adapted for them as they could not be if these people were in children's classes. In some places, it may be that during holidays, in vacation times, you can bring together classes of grown-up people in

special schools. In the State of Alabama some years ago, one of the Judges who frequently had illiterate people brought before him, sentenced them and then said to them : "This sentence is suspended on condition that within a year you learn to read and write." He then organised summer classes from one to five weeks, which became quite common in the State of Alabama. These people would come together during the summer months after their agricultural labour was done, after the cultivation of the crop and before harvest time. It has been done effectively in some places in Sunday schools where grown up people came into the Sunday school classes and were given special instruction. It can be done in many places in countries like Scotland, England and the United States, and possibly as effectively in other countries, by children of a family teaching the older men and women, their parents or older brothers and sisters, and by teaching servants.

I would like to give one illustration : in my own family when I was Commissioner of Education living in Washington we had a negro servant sixty-five or seventy years old who had never learned to read or write. We spoke about the subject and one of my daughters, about ten or twelve years old, thought it would be a good thing for her to try to teach that servant. In a short time that woman was reading quite fluently from the child's reading books, and that kind of thing could be carried on without much cost and without much attempt at organisation of schools, in most homes of the United States and throughout the world. It is necessary that there should be special classes for them, but the people in them should not have the feeling that they are having something done for them as though they were people of an unfortunate class. They should feel that their fellows are working with them to help them in order that they might finally contribute their part to the common good.

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The next heading in your programme is (b) "Through Courses of Study." All people like to know about the things in which they are definitely interested. Grown up men and women are not interested in the same things in which children are interested. They are not interested in the material you find in the children's first Readers. They are interested in agriculture, interested in stock growing and in the things of Nature about them. We thought, at the time of our entry into the Great War, that one of the most effective things we could do was to prepare special books for those men who were drafted into the Army, for instance, books that contained the words that were used, and the commands. These were learned much more readily than other things. Mrs Stewart found that newspapers published in simple language or newspapers containing material in which the people of the community were interested, were an effective means of teaching them. People will be interested in other things, in other communities, and it is desirable that there should be books prepared for those people who are learning to read that will have special reference to the things in which they are interested, that will instruct them.

The experience of France is very interesting. Approximately forty-four per cent. of the people were illiterate in 1884. In rather less than twenty years that had been reduced to about five per cent. and it had been carried far beyond mere ability to read and write. Schools for instruction in matters in which men and women were interested were established, following upon those schools in which they were simply instructed to learn to read and write.

The next heading in your programme is (c) "Through Texts and Literatures." We have had a very interesting result of that in one of our States recently. There came into my office five or six years ago a young woman who had just been appointed to direct the work of teaching

illiterates in the State of South Carolina. She spoke to me about the literature which I thought might be interesting and I suggested to her that the one Book, the translation of which the people of South Carolina know best was the Bible, and I suggested that it would be well if that were used, the sentences possibly being recast and simple sentences substituted with the more difficult words left out. That has proved successful. That is following Matthew Arnold's principle. He thought it would be good to use a book, the translation of which would be most familiar to the children and he selected the last part of the Prophecy of Isaiah. The same thing would hold here, and you can think of other books in your own language, whatever it may be, the books that are most familiar to the people. If you can put into simple phraseology the constitution of your country or the laws of your country, these would be matters of great interest to your people.

Lastly you have on your programme the sub-head, (d) "Through Slogans and Epigrams." I don't know whether the rest of the world responds in that way as much as we do in the United States, but "100 per cent. America" is a great deal to us in America. You might, for instance, have the slogan, "He profits most who serves best," or the familiar one which begins "Whatsoever you would that men should do to you." These are much easier to remember than the positive and negative commandments. Or you can have the slogan, "All people able to read and write." I know that in one State in America in which I lived for a few years, one of the Christian Churches had approximately 40,000 members who could not read the Bible or one of their Church papers, and if that Church could have had it drilled into them that all their members should be able to read the Bible and their own Church literature no doubt it would have been a great incentive to carry on this work of teaching all illiterates.

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Let me say that this does thrill me and I am interested in it probably more than I am in anything else in the world—this great slogan of yours—"Another world war is coming, war on illiteracy." Since I came here I have heard some one say that you were adopting a slogan like this, "All people of the world able to read and write within this generation."

THE CHAIRMAN: That is the Chinese slogan.

Dr CLAXTON: It is a great slogan.

THE CHAIRMAN: The suggested one is "No illiteracy in the world in 1950."

Dr CLAXTON: That is only twenty-five years away and is within this generation. If we can adopt that slogan and carry the work forward and accomplish our object it will be something really worth while doing. (Loud applause.)

Mr R. Y. GOGATE, India: I trust in the few moments that I have I may be able to suggest a few things. See that, in drawing up your resolutions at the end of this Conference, which you are to present to your Commission, you will not do injustice or will not be indefinite concerning the countries which abound in large numbers of peoples. I have been asked several questions individually in regard to the discussions that have gone on in this group concerning illiteracy in India. A large percentage of Indians are illiterate—according to some ninety-six per cent. and according to others ninety per cent. It makes no difference what the percentage is. There are several millions of people who are not able to read and write. Literacy in India means the ability to write one's own name. Writing one's own name is a very simple matter. When we hold such conferences as this, that skill of literacy does not work. If you are to produce men who can simply read a few letters, that

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is not a proper literacy scale. The standard of literacy in Japan is that one must read intelligently the common newspapers of the land and understand what is going on with your nation. In order that they may follow the aspirations of their nation and their institutions and the teaching given to them in different religions, it is necessary for the common people to be able to read a little more than they are able to read by writing their name. Therefore, in making the recommendations please be sure to insist upon this one fact that 290 millions in India and a little more than 400 million people in China need to be taken care of.

If this Conference is to accomplish its object it must approach those people who are not able to take care of themselves. Let this Conference take up a definite programme and not simply have long speeches, and let it make definite recommendations. I would not be so aggressive as to insist that in this one generation we shall be able to eradicate illiteracy from the world. I would be satisfied if in this generation we could take the map of the world and say that in every nation fifty per cent. of the nation is literate. When you appoint a representative for any nation, for the sake of the success you want to achieve do not make the mistake of appointing, for instance, an American to represent China or an Englishman to represent India. Appoint a native of the country.

Another matter is that in India there must be a law enforcing compulsory education. I had a feeling from various questions that have been asked of me that people have a very mixed idea about India, and, therefore, I asked for this opportunity of explaining to you how we feel about our illiteracy and how we want it eradicated. The illiteracy problem group is the most important group in this Conference. The foundation is here. Make this group a strong aggressive group in its recommendations

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to the Commission and see that the funds appropriated to this section be in proportion to its importance.

THE CHAIRMAN: As far as the President of the World Federation has gone in the appointment of members of the Commission he has been very careful and very fair, and has made a good beginning. We are now ready to proceed to a discussion of the address, and as Dr Claxton has given us some presentation of reading material and courses of study, would you care to have submitted to you some lessons that have been prepared for the purpose of teaching adult illiterates? May I preface this reading by saying that in the beginning there were in the United States no Readers for adult illiterates? We began by using the smaller newspapers and finding that as that could not be carried out through a larger region we were compelled to prepare Readers. Beginning in one State we went to the Commissioner of Agriculture and asked "What is it you are trying to teach the children of the State?" We learned from the Commissioner of Agriculture the various things that the Department of Agriculture was stressing and we prepared them in book form. We went to the Department of Health and asked the Commissioner the same question, and we went to other departments. We made our lessons as simple in language as possible and put them in a book for adult beginners which was intended only to point the way to better Readers. The sort of thing that is preparing people for better methods of agriculture and better health methods can be applied in the same way to lessons of world peace and world co-operation.

(The Chairman thereafter read for the information of the meeting various types of lessons.)

THE CHAIRMAN: The meeting is now thrown open for free discussion upon the subject introduced by Dr Claxton.

Miss KATHERINE D. BLAKE, New York City: I should like to refer to a matter that is not often considered,

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namely that in all our factories the signs that tell of safety are printed and the employers have had to teach their young workers in order that they themselves might reduce their liability to pay employees compensation. Ability to read means the possible avoidance of the loss of life and also the avoidance of the loss of limb, to say nothing of the fact that the countries that are most illiterate have the greatest poverty. I believe that with literacy in every nation there will come a higher standard of living, of higher thought and greater freedom in every direction.

The Rev. J. H. MACLEAN : I agree with the representative from India in what he says about the great advantage of India being represented by its own sons at gatherings of this sort. The organisation which I have the honour to represent appointed two, one Indian and one Scotsman. So much has been said about India and its deplorable statistics of illiteracy that some may go off with the impression that nothing whatever is being done in the matter and that the campaign is only going to begin now. As a matter of fact, a great deal is being done for education in India and a great deal has been done for a long time and there are plans now for a great forward movement.

I would ask you to remember the extraordinary difficulties in India. You have a vast population, three times the population of the United States. I think, according to a recent census there are 147 different languages with about 300 dialects. Beyond that again we have about some fifty different alphabets used by those who write these different languages and we have a poverty that really is beyond that of almost any people. India is supposed to be a country of extraordinary wealth. Some people have a great deal of wealth, but taking India as a whole it is a country of extraordinary poverty. If not a native of India, I may make a little claim to speak in regard to this subject.

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The matter was brought up some years ago in connection with the missionary societies both British and American. In connection with the Christian community especially it looked as if the standard of literacy was going down instead of up. The reason was that in some parts of the country very large movements had taken place. There are sixty millions of people who are outside the great caste system, the outcast community, the untouchable, the people whose touch brings pollution to others. To a considerable extent from this outcast community the Christian Church in India is being recruited. Large numbers of these people come in when adults and it is usually taken for granted that to teach them to read is an impossibility. You have therefore, year after year, just now numbers of these people coming in and adding to the mass of illiteracy. It was found that there was considerable reason for anxiety in this matter and that the condition with regard to illiteracy was not merely due to the fact that large numbers of adults were coming in but to the fact that many of the children were growing up uneducated.

A commission was appointed consisting of several members from Britain, America and India and they deliberated for some six months altogether. Some members of it visited some of the great institutions in America. It was found that the causes of illiteracy there were varied. Illiteracy was due partly to the enormous population and the shortage of resources in the way of teaching. It is difficult to provide schools when you remember that ninety per cent. of the people in India live in villages. The total number of elementary schools a few years ago was only 142,000 and of these the greater number was in towns. In the present time we calculate that one village in five has its school. Some children may go from another village but there are difficulties in regard to that. The general indifference of parents and their lack of knowledge of the value of

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education have also a good deal to do with it. That applies not only to the outcast community but also to those who are a good deal above them.

We found that the economic difficulty, especially in the case of outcasts, is the most serious. It must be remembered that among these very poor communities a child is a source of some little income to the family, usually from the age of five or six years. Such a child is employed herding ducks and cattle, or in other ways, helping at least to feed itself. It is not a case of demanding fees from these people. No fees are demanded in such cases, but to ask the parent to put his child into a school which will mean that the child is not able to do something to add to the family income is to ask a sacrifice which in the case of a very great number of these parents is too great. In some cases where parents have some ambition a child is sent to school for a year or two. They then find the economic pressure too great and the child is taken away.

The customs of the country too are very adverse to literacy, especially in the matter of girls. If you look at any elementary girls' school in India, you find that the largest classes are the lowest. The children are sent to school at five and six years of age. A year or two afterwards the enthusiasm has cooled down, and even in the one or two years they may attend they don't learn very much. They are taken away frequently for various festivals, therefore a great many who are in school never become literate.

Another point investigated by the Government some time ago was that in regard to many of those who have made progress in school, they lapse into illiteracy in a very few years. The figure has been put as high as thirty-nine per cent. Therefore, while at present there are about one fourth who are actually in school, that does not mean that within a very few years one fourth of the population will be literate, if we go on at this

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rate, because of those who remain in school some remain only one or two years and some who remain longer, through lack of using what they have learnt, soon lapse into illiteracy.

I don't go into details as to what the Commission recommended. It recommended not so much a change of curriculum as the provision of a better type of teacher. Steps are being taken to get a teacher with a knowledge of agriculture and so on, because the vast majority of the people are agriculturists. It is often said that the reason why parents are indifferent in regard to the matter is because they don't see what education is. If these parents of very poor children could find that their children were getting into some other line of life and out of the degradation of the menial labour in which they are engaged and become teachers and clerks, they might manage to struggle on longer than they do. When they find that the great majority of the children must remain in their own village and do their own poorly paid work, they say what is the good of it. Campaigning along that line has to be done, but it requires a great deal of it to persuade these poor people to make the necessary sacrifice to keep their children long enough at school. Government cannot possibly at present find sufficient money to have a school in every village, but even if it had, in a number of those schools there would be very few children because of these difficulties. Under the new system of government, in each province the man chiefly responsible for education is an Indian Minister, one appointed by the Indians themselves. As far as I know any of these ministers they are facing the question in consultation with the people actually doing the work whoever they may be.

There is one special difficulty I would like to mention and I hope the committee dealing with findings may take the matter up. As I have said there are fifty different alphabets with close affinity but written in different

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characters. That is one of the great difficulties from the nationalist point of view. If national unity is to be obtained, why have all these difficulties?

THE CHAIRMAN: I have pleasure in calling upon Mrs E. P. Holdridge, Brooklyn.

Mrs HOLDRIDGE: I confess that I should have been more pleased to listen to other speakers than to take up this discussion at this time. I greatly appreciate the courtesy of your chairman and this meeting in allowing me to present to you some work which has been going on for twenty-five years which we feel has had a great bearing on world illiteracy. Some years ago, when walking through the capital of the nation from which I come, I saw in the window of a great financial institution a placard which bore these words, "Come in, bring your children." Why do we want the children? Because the children of the world are its life and soul. The children to-day are the life and soul of the community to-morrow. Therefore, I should like to give you to-day, as the greatest cure for world illiteracy, the children who will be to-morrow's citizens.

It is a curious and interesting fact that twenty-five years ago a man, born in Ireland, educated in the University of Aberdeen, and afterwards a citizen of Canada, gave to the world from New York City the movement which has become the "Adult Vacation Bible School Movement." These schools started in New York in 1901. It was the first time when buildings which had never before been utilised for the good of the children and the citizens of the city were thrown open in the summer time to these children. The Churches which were not doing their full duty to the community were asked to open their doors so that the ignorant poor street children might be brought in and given a place in which to sit and receive instruction and some moral teaching. These schools started in 1901 under great opposition. They have increased to-day so that this summer in the

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United States and Canada more than 5000 school children who would not otherwise get this training will be taught in this way. What bearing has this on the topic you are discussing? It is not possible to give any real estimate of what effect this work may have had on world illiteracy, but I hope you will bear in mind that every illiterate home is bound to gain something from the knowledge which that child brings to it.

The place where we can really estimate the value of these schools has been in China. I always feel like apologising to any audience, who probably know more about China than I do, when I venture to speak upon this subject, but while I do not know China as a country I know the wonderful work which the young Chinese have been doing in the past ten years for the children and the citizens in that country. In 1918 a request came that, considering the great number of children in China who had no opportunities for education, it would be a splendid thing if this work could be introduced into China. It seemed an enormous problem. There came at once to the minds of the people attempting this thing the questions of organisation, of buildings, of teachers, but these difficulties were all got round and in 1918 seven of these schools were opened in the larger cities of China. These schools had thirty-two teachers with 724 children being instructed. Now it hardly seems possible, but last summer, 1924, there were 2072 of these schools, over 6000 teachers and over 100,000 of the children of China being instructed in these summer vacation Bible Schools in the cities. How was it done? The idea of having work done by the people of the country and not by outsiders was, we think, most admirably covered.

The people interested in this work went into the colleges and presented to the students of the colleges this work as something they could do for their own land,

along the lines of patriotism and morality for the children. They were asked to volunteer to go out into the country and start these schools. It is impossible to describe the enthusiasm and the wonderful joy with which they responded. One person said that the raising of the hands of the students in one college was like the patter of rain on a roof. These students went into the remote places where education had never gone and so they reached people who could not have been reached in any other way. Interesting stories came in and accounts of the almost unsurmountable difficulties that these young people overcame. The adults have accepted these classes with the greatest enthusiasm and have given every help. The mothers have been unspeakably happy at this opportunity being given to their children in the way of education. One mother walked fourteen miles to put her child into one of these schools. What has been done in China can be done in any country.

A start has been made in Mexico, and Korea has taken it up. I have been very much interested in what has been said about India because it is the earnest hope of the people who know this work and its possibilities that India may be the next country to give this simple method of education to her children. The greatest co-operation will be given at either the headquarters in Shanghai or in New York in the starting of this work. I hope I have been able to tell you something of what is being done. You need only a few things. You don't need great organisation or great buildings. You need some one to inform the students and then you need the people of the country themselves to go ahead and to help to start the work. I should like to pledge, in the cause of world illiteracy, the children of the world through the Adult Vacation Bible Classes of the world, to give the children an education to enable them to go forth with a sense of the Fatherhood of God and the brotherhood of man.

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THE CHAIRMAN: I call upon Mrs Bradford to read the report of a certain meeting to us.

Mrs BRADFORD: The report is not complete, but the following are the topics that the committee wish to bring before you for decisive action and to recommend to the Plenary Session of the Conference:—

(1) That the World Federation of Education Associations adopt a uniform definition and uniform terminology for the problem of illiteracy.

(2) That the Federation encourage the collation of statistics as to illiteracy in every national census.

(3) That the Federation accept in principle the inclusion of work to remove illiteracy, as a part, whenever necessary, of a national system of education.

I move that the time be extended for the completion of the report and the Committee be given powers.

Miss ADAIR, Virginia: I second the motion.

THE CHAIRMAN: In order that the Committee may know the opinion of this group on Illiteracy and the methods to be taken for its eradication, will you please state any ideas you have to express, from the floor, in the short time at our disposal, or present them to the Committee in writing?

Miss ADAIR: I was interested very much in the first suggestion made by the gentleman from India, that representatives of the different nations be placed upon the committees. If that could come as a recommendation from this body, it would be a good thing.

THE CHAIRMAN: The matter was covered by the World Conference in San Francisco which resolved that all nations should be represented on the Commission. Is there any other suggestion? Are these resolutions entirely clear to the delegates? Is there any objection to any of the resolutions offered?

The Rev. J. H. MACLEAN: Would it not be desirable to have them one by one?

On the motion of Mrs Bradford seconded by Mr

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Marshall the resolutions which were read *seriatim* were declared to be the sense of the meeting.

THE CHAIRMAN: I call upon Dr Kimmins to address the meeting.

Dr KIMMINS: I have only ten minutes in which to speak but I am thankful to say I am coming into close connection with this committee on Illiteracy, which I regard as being an extremely important one. I am sure we all feel grateful to this committee for having given us such a glorious time at this meeting. I had no idea that Illiteracy could be made so intensely interesting as it has been made here. I have never been to a series of meetings I enjoyed so much. In England we have comparatively little Illiteracy, because we have a very powerful and efficient band of attendance officers, but the main reason why we have had this extraordinary decrease is because the elementary school has been made a far more pleasant place to be in in the present day than in days gone by. It is owing to the pleasant time the children have now in the elementary schools that this wonderful decrease of illiteracy has been brought about. When I became chief inspector of schools in London we had a number of truancy schools. We have not a single school of that type now left. We have had to close them down and use them for other purposes. I should like to speak for an hour on the whole subject of Illiteracy but I am going to postpone that subject for two years and then we will have it at one of our meetings and then we will send you all the information about handwriting which it has been impossible for me to discuss here. I want to propose a most cordial vote of thanks to our President. She has given us a delightful time and arranged a splendid programme for us. Moreover, I think those resolutions we have now sent forward are most valuable. Without any formal vote of thanks, I do want you to declare your personal thanks to Mrs Stewart for the way in which she has conducted our meetings. (Applause.)

INTERNATIONAL RELATIONS.

Friday, 24th July.

Chairman—Professor J. Y. SIMPSON, D.Sc., New College, Edinburgh.

THE CHAIRMAN: In reading over the reports of the whole of the proceedings of this Conference, many of us have noticed how the subject of International Relations has crept into the subject under discussion in almost every section, even from the Presidential Address onwards; and that suggests to my mind that the two hours that lie before us may perhaps be the two most important hours of the whole Conference. At any rate, it remains for us to make them so. Unfortunately—or perhaps fortunately, as we may find out towards the end of the discussion—no line of discussion has been clearly indicated for us, but, on the other hand, we have been provided with three speakers of such distinction, who have come prepared to speak, that in the course of their contributions a march route will be very clearly defined; and so I propose, without any further ado, to call upon these speakers. As my friend and colleague, Professor Sarolea, has not yet appeared, I will at once call upon Mr James H. Hudson, M.P. for Huddersfield, who occupied the position of Secretary to the Chancellor of the Exchequer, Mr Snowden, in the last Government.

Address by Mr JAMES H. HUDSON, M.A., M.P.

Mr HUDSON: The prevention of war is the most urgent of all the immediate aims to which humanity must address itself if the civilisation of which we are members is to be saved from disaster. An Educational System which ignores this central fact of the present situation in which we live is not deserving of the name

"Educational." "A preparation for complete living" was asserted by Herbert Spencer to be the aim of Education. What preparation for complete living has the child acquired who, as a man living honourably and well in the home, in the workshop, in the local community and the State of which he is a member, yet must die more miserably and horribly than a rat in the first dark night of the next war? Of what avail is it to give beauty to the soul of the child when the ordinary evolutionary requirements of adaptation demand that in the next war he shall be as unconcerned at ruin and death as a fiend? Why try to clothe the mind in generosity and broad human sympathy which must learn, when the next war comes, the arts of destroying an enemy by any and every subterfuge which will avail? And of what use midst the poison and putrefaction of the next war is that beauty of body and rhythm of movement which Plato so much insisted upon as the aim of Education. I repeat again that this consideration, the prevention of war, above all others should become the prime consideration of the teachers of this generation and thereby of the children who will make the citizens of the next. Little else matters, if this does not matter.

The principal difficulty that confronts a teacher in a solution of the problem is the position in which the teacher himself is placed by his past education, in particular by his own youthful studies in the history of his country. "Give me the child till the age of seven," said a noted divine, "and he shall remain the child of the Church for the remainder of his life."

Let the teacher of to-day cease not to reflect that he was the child of a generation which developed the powers of militarism to a maximum in the history of the world. That the teacher of to-day should be able to rid his intellectual system of the war virus which poisoned it in youth is something of a miracle, a miracle frequently taking place, but nevertheless nothing like so

frequently as is necessary if the world is to get from its teachers maximum co-operation in the prevention of war. We British teachers are ready enough to agree that the years following 1870 saw the development of an ideology whose roots struck deep into every part of the educational system of Germany and France. The teacher was early made to feel in Germany that the new national greatness was the consequence of great military achievements from the days of Frederick of Prussia, whereas in France the history teacher's job was to effect such a portrayal of the Napoleonic accomplishments that no French child could but fail to believe that the Revanche for 1870 was through the methods of Bonaparte.

But the notes that we were ever ready to take from the eyes of the German and French teacher have rather prevented us feeling the beam in our own. The extension of our public educational system in England has been most noticeable at the time that the maximum efforts to arouse the consciousness of British citizens as to the greatness of the British Empire have been made. However praiseworthy these efforts may have been, they have not altogether avoided for those whose knowledge of this matter has been assisted by such classics as Seeley's "Expansion of the British Empire" the main conception of the British Empire as a remarkably successful example of two centuries of thorough-going military and naval enterprise.

I doubt very much whether American history teaching is in a much better situation, and in their case there is perhaps better excuse than in the case of the European nations. The emergence of modern America does at least seem to have been made possible by a successful War of Independence, and it is not too easy to resist the conclusion that the idealism which the question of slavery aroused was served by the military exploits of the American Civil War.

We cannot afford to ignore this simple truth that while the youth of to-day are confronted, as was President Wilson, with the same ghastly ineffectiveness of a great war to accomplish great idealistic ends, and with the inevitable ruin of our civilisation if another war overtakes us, the teachers of to-day have been largely trained in a system which if it did not extol war, at least took it for granted.

There is a good deal of insistence to-day on the need of saving children from one-idea'd enthusiasts and cranks. "We cannot have the schools used for propaganda purposes" is perhaps most often on the lips of those who seem serenely unconscious of the highly propagandist nature of much history teaching both in the past and present.

The school of thought which ruled in the world prior to 1914 in all countries had not rid itself of the conception that the best preparation for peace was in the sharpened sword. Indeed it gloried in that conception. Teaching based on that conception was looked upon as complete. Yet we know now in the newer conceptions which have emerged since 1918 how thoroughly propagandist in the interest of a narrow nationalist creed the old pre-war history teaching was.

If the taint of propaganda is not to remain on history teaching; if history is not to be a mere forcing bed of pre-war creeds, I believe the following factors should be more carefully considered :—

(1) Every war period which forms a subject for historical study in the schools has not been completely surveyed unless careful account be given to the lot of the common people in the days which succeeded the war. It is a growing belief that every big war in history has been followed by the most terrible depression in the condition of the mass of the people, as well as in the undermining of whatever civil liberties they may have attained to in their social development. It is one of the

deplorable effects of war in the past that when consequences of wars have been enumerated, additions to territory and actual diplomatic gains have entirely clouded over the more real and permanent effects in the lives of the people themselves. If this position is a justifiable position, it is clear that much greater attention must be given to the facts of economic history in the future in their relationship to war.

(2) To discover the story of world development rather than the mere portrayal of the fact of national development should be much more the aim of history teaching in the future than it has been in the past. This point is even more important than the first, as if this idea is faithfully worked at the main object of history teaching will be not so much to prove the waste, misery and futility of war as to arouse in the pupils faith in the existence of international solidarity and world progress. Whatever may be the criticism of the details in some of Mr H. G. Wells' historical studies, he has at least indicated clearly in his "Outlines of History" certain big fundamental changes in method that ought now to be universally adopted through history teaching.

(3) The progress which has been made since feudal days in the popular mind in the matter of the frank acceptance of law and submission to judgment of questions in dispute in domestic and local issues should be very carefully surveyed, particularly in the senior classes of our schools, as the groundwork for the ultimate acceptance in the world as a whole of the principle of international arbitration for all international disputes.

(4) The remarkable success which accompanied the work of men like David Livingstone and William Penn in their efforts to overcome the most savage tendencies in humanity without recourse to armed force should have in the teaching of history at least as important a place as the exploits of the great military heroes, whose lives are usually described with great exactness in history

lessons and history books. These are the stories that in the past have been almost unnoticed in a world that has given itself up to faith in armed force, but the stories none the less exist when the historians are prepared to discover them and give them their proper emphasis.

It will be observed from the foregoing points that much more importance ought to be given to the general change of our method of history teaching if children are to be prepared as citizens of real world organisations, than to specialised teaching introduced through extraneous channels on the present League of Nations and its accomplishments. Something much more fundamental than this has to be done and I have every sympathy with the view that it is the object of the teacher to apply in his lesson and lesson courses the fundamental truths of the history, geography and literature lessons in the practical experience of our modern international developments.

THE CHAIRMAN: I now call on Professor Sarolea. I know no one in this country more fitted than he to speak on the subject of International Relations.

Address by Professor CHARLES SAROLEA, University of Edinburgh.

Professor SAROLEA: I shall deal especially with the most important part of Scottish History, namely, those medieval centuries in which the most important part was the so-called Franco-Scottish alliance. Now, all of you who have read your Walter Scott or your Froissart, or even who have read Scottish History text-books, will realise that the main fact in Scottish national history has been that political military alliance between Scotland and France which lasted for many many hundred years. Now, from Walter Scott, from Froissart, from sentiment, from the reading of your popular ballads, the impression you get is that this Franco-Scottish alliance was an alliance of chivalry, and that it illustrates some of the most heroic achievements of your national annals. I

myself have been taught in that line, and I accepted the view, but of recent years I have made a study at first hand of the sources of the times, especially Froissart, and I have come to the deliberate conclusion that this political military alliance between Scotland and France has been the one sinister fact in old Scottish history. It is the one explanation of a fact which otherwise would be inexplicable.

How is it that this great Scottish people—one of the most gifted races of the world—for one thousand years produced practically nothing? The history of Scotland up to, say, the year 1300, is almost a blank with no positive creative contribution to the world. Why? Because for about one thousand years this country was in a state of perpetual war. Why was this country in a state of perpetual war? Because it entered into an alliance with the great continental power, and, as generally happens when a small nation enters into a political military alliance with a big power, the weak nation was used by the big one. For hundreds of years the Scottish nation was utilised for political and military purposes by France, and was bribed and bought by France. In fact, you may say that the Scottish soldiers for hundreds of years were the mercenaries to some extent in the pay of France. That would have been a most interesting subject, and I would have loved to follow it up, and I would have liked to explain to you how, on the other hand, whereas we are always insisting on this military alliance and entirely perverting its significance, we entirely ignore another Scottish alliance which has been a glorious alliance, namely, the spiritual, intellectual, and literary alliance. Just as it is impossible to exaggerate all the evil that has been done by the military Franco-Scottish alliance, I think it would be impossible to under-rate the inestimable debt which the Scottish people owe to France for the interchange of ideas and ideals with the French people; and I think that theme might be a very fruitful one to discuss in the future.

To-day, assuming that political history was excluded, I intended to talk about another subject, namely, the teaching of foreign languages. Now, we are always talking about the necessity of international understanding. If the words "international understanding" have any meaning, if you really want to try to train instead of the parochial mind an international mind, well, one of the main methods of getting at the foreign mind is to study the foreign language and literature in the right way. At present we do not study foreign languages as we ought to. Most people do not study them at all, and when they do study them they study them in the wrong way, with the result that when my 420 students come to me, most of whom are supposed to have learned French for six or seven years at school and who know nothing about it, I am placed in the tragic position of having to teach French books which my students have not read, in a language which they do not understand. If foreign languages were properly taught, we would find that language is really the one key to the understanding of the temperament of other nations. But then our languages are not taught in the way they ought to be taught. We do not study the language to try to get at the secret and mystery of the national temperament.

Let me explain that in my view generally the Scottish parents of boys imagine that French is a soft subject; that is probably why my department is the largest in the University. Then they discover too late—as I generally have to "plough" about one-third of my students—that it is one of the most difficult subjects taught in the Faculty of Arts. They do not realise that French is an extremely subtle language, for the simple reason that the French and English people are fundamentally different. You could not imagine any two temperaments more fundamentally different than the English and the French. My main difficulty is that I have thousands and thousands of English words which are the same words as those used in the

French language, only they mean an entirely different thing. To suggest how the language is the key to the national temperament, take, for example, the use of vituperatives, diminutives, and augmentatives, in both languages. It is a most remarkable fact that the English language has practically lost the power of coining new words by diminutives and augmentatives to express contempt or vituperation or familiarity.

The French language, so far from having lost that power, has enormously added to that power. I was reading a book of Daudet's; there you find hundreds of new words made with diminutives and augmentatives, and all expressing familiarity and contempt, especially contempt and hatred. I think there is no language in the world which has a greater power of vituperation than the French language. The Frenchman is a wonderful lover and a wonderful hater. It leads to constant misunderstandings and cross purposes in the use of words. I came to this country thirty-one years ago and I knew very little English. I had to learn my English at the expense of my classes, and the result was often calamitous. I again and again caused scandal or indignation in my classroom, because I innocently used words in the wrong meaning. I remember the first year. My French classes were composed mainly of ladies. I was addressing a very clever young lady and I was going to set her a task. I started my speech very slowly and deliberately, and I said, "Miss Macgregor, I am now going to propose to you—" There was an outburst of laughter, and I felt very angry. I said, "What is the meaning of this silly laughter?" Then it suddenly dawned upon me why they were laughing. I was literally translating that I was proposing that Miss Macgregor should do a particular task.

Last year I got an extraordinary letter from a famous friend of mine. The University of Glasgow had just wanted to confer on him the degree of Doctor of Divinity. He said, "How can I, a Catholic cardinal, accept a degree

in a Protestant faculty?" Well, the upshot of that was that he wrote, "I cannot accept that honour. I am damned if I do." Well, the cardinal was speaking as a Catholic, and the "damned" and "damné" have two entirely different meanings in the two languages. What the cardinal meant was, "I am a priest. If I accept this mortal honour and if I commit this mortal sin, I am damned."

There is the famous novel of Mr Wells, "Mr Britling sees it through." One of the biggest French publishing firms issued a translation. The translator was a well-known English scholar, and he translated the title to read, "Mr Britling sees through it." My American friends may have heard of the famous story of an American Secretary of State. There had been a serious misunderstanding between the French and the American Foreign Offices. In concluding this protracted negotiation the Secretary of the French Foreign Office wrote, "The French Government demand . . ." The American Secretary of State immediately protested and said, "We might yield to pressure but not to a demand." The American Secretary did not know the French word "demandeur" simply meant a certain polite request.

I am perfectly certain that if foreign languages were properly taught, we would find that the study of foreign languages would be one of the best keys to the understanding of foreign character and temperament of other nations. I would not at all suggest for one moment that we should shirk the bigger tasks, but at the same time I would suggest that we should not neglect the humbler task of trying through the sympathetic and persistent study of the languages and literatures of our neighbours to study their ideals and aspirations.

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Education and International Relations.

Address by Mr S. Sherman, B.A., B.Sc., League of Nations Union.

Mr SHERMAN: Our task is to determine the way in which we are to set to work to build a better world order. This Conference agrees it is mainly a problem of education, for education is meaningless and purposeless unless it has a definite bearing upon the problems of human life, and especially on the greatest problems that face mankind, the furtherance of world unity and the prevention of war. We must introduce such changes into modern education so that it will be effective against the forces that make for disunity and war.

The Causes of War.

War arises from the defects in the organisation of human affairs, from economic rivalries of nations as well as of groups with international ramifications, from the anachronism of unrestrained nationalism, from the dark prejudices of race and colour, from thoughtless bigotry and childish antipathy to the cultural life of other nations, from the traditions and teachings that foster the belief that nations must be rivals and not units in a common partnership, and an attitude of mind that still regards war as a part of the unalterable law of nature, as a reliable arbiter and a glorious adventure rather than an irrational guide and a sordid catastrophe.

Education not Static.

The new education must be modified in the light of these facts. It is not sacrilege to do so. Education, by its very nature, must change from time to time, both in content and method. It has to be adjusted as new truths are revealed. It changed with the philosophic and scientific discoveries of the Greeks, with the discoveries of Galileo

and Kepler and Newton, with the Renaissance, with the Atomic Theory, with Darwinism, and so on. We have seen the so-called "exact sciences" modified with time. How much greater need is there for modification in the "inexact science" of history and sociology. In our teaching of history and the "humanities" generally we have lagged behind the new truths. We have to ask ourselves, is our modern teaching in harmony with the incontrovertible fact that the progress of the modern world depends upon the recognition of its economic and political unity, brought about by the application of steam and electricity to industry, transport, trade and almost every other human activity? Does it take note of the other new and most important fact peculiar to modern civilisation that the nature of war has changed; that war now involves not small professional armies but the whole human and material resources of nations; that future war means the almost complete destruction of civilisation? These two facts, the complete interdependence of the peoples of the world and the change in the nature of war reinforced by the improved moral sense of mankind must determine in a large measure all future educational effort.

In the great educational systems that exist in almost every country of the world, which are perhaps the distinguishing feature of twentieth century civilisation, we have the greatest agency mankind has ever had for the advancement of its purposes.

How to Organise the New Educational Effort.

This Conference has been exploring the ways in which instruction given in elementary and secondary schools, in colleges and universities, might be modified or extended in order to cultivate international goodwill and promote the interests of peace. When we have agreed as to what changes we want in our education, the greater problem still remains how to give effect to our recommendations;

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but before doing so it seems to me very necessary to compare these recommendations with those made by at least seven other world organisations, including the League of Nations, that have been at work since the war on the subject of education as a means to world peace. Co-ordination of effort is needed.

We need, in the first place, a thorough survey of what is being done to-day in each country through education to further world amity. Such a survey has actually been prepared by the League of Nations' Secretariat to be submitted to the sixth Assembly at Geneva in September.

THE CHAIRMAN: The meeting is now open for general discussion, and the limit for each speaker will be five minutes.

DISCUSSION.

Mr WILLIAM HARVEY, I.S.O., Edinburgh Esperanto Society: We have just heard that one of the chief aims of education should be the promotion of international co-operation, and it is principally in regard to that theme that I wish to speak. We cannot doubt that there is an ever-increasing tendency towards internationalism. I read not long ago a report regarding a proposal for the interchange of film artists and film producers between the nations of Europe, which concluded with the remark that "All this is significant of a general tendency towards international rather than national pictures, films with a universal rather than a parochial appeal." I think that movement is an entirely healthy one; it will tend to make the nations know and understand each other better and better. Long ago we used to think we belonged to our little hamlet, village, or town. A little later a wider outlook dawned upon us and we recognised that we belonged also to our country in those terrible years beginning in 1914. Now there is an ever-increasing horizon, and we begin to think we belong to the whole world. Human brotherhood

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is not limited to boundaries, it is free. No nation can afford to live without another. Joseph Chamberlain tried to teach the British to think imperially; the more modern idea seems to be that everybody should be taught to think universally.

I am here this afternoon as the representative of the Edinburgh Esperanto Society. There are several societies of that kind in all parts of the world. They all believe in the bringing about of international understanding by international speech. This closer union of the nations is needed, and is the prevalent idea of the moment. The author of Esperanto confessed that his chief inducement towards the creation of that language was to provide a ready means of communication between the different nations, and that this would develop, he hoped, into peace, love, and human brotherhood. We have heard a great deal during this Congress about the brotherhood of man. What is the use of crying out for that time spoken of by our national poet when man to man should be brothers all over the world, if in the meantime we are doing nothing to give to our people one of the elementary privileges of brotherhood, the ability to understand each other's words. It has been said that neither religion, nor races, nor politics, tends so much to keep human beings apart as the want of a common language.

Madame H. DREYFUS BARNEY, International Council of Women: The International Council of Women is particularly interested in a wonderful new organisation, in which I am sure this Federation will be tremendously interested very soon. It is a group of young people and their Professors in the Universities in the different countries of the world. Their organisation is called the International University Federation for the League of Nations. It is working in close contact with all the different Ministries of Education, and there is a splendid section which has just been formed in the United States under the chair-

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manship of Mr Owen D. Young. These young people organised in Geneva a most interesting series of conferences. I thought it would be too bad for this Federation not to know about this organisation, and I will leave some folders for the delegates who may be interested.

Mr P. O. CHEN, National Association for the Advancement of Education, China: In regard to these international problems there is one thing which I consider of great importance, and that is the effect of the cinema upon the minds of young children. I think that the children, and adults as well, do get a great deal of knowledge about other lands and other people through the medium of the cinema. The chief value of the cinema to the children is that it presents to them objects as they exist, move, and have their being, and makes the impressions more complete and lasting, more concrete and real.

Miss ELISABET EUREN, Sweden: I speak as a member of the School Peace League in Sweden and of the Swedish Branch of the International Fellowship of Conciliation, and of the Women's International League for Peace and Freedom. When we in Sweden have considered ways of making the world better, we have thought that one way would be direct action with the people by going out as peace missionaries into foreign countries. Personal contact is always best, and we must try to ignore prejudices and ignorance. We must teach people that the League of Nations is a little plant come down from heaven to this bloody and dirty earth, and that we must water it and guard it so that it may grow to a big tree that will give shelter to the whole world.

A proposal has come from America from the U.P. Movement to pay for a missionary, and a young Austrian lady is going out from London. She has lived in Sweden and London. She has been trained in the Fellowship of

Reconciliation. She is going first to Sweden, and we are going to plan a missionary tour all over Europe. You know that there is one thing needed for war—money! And for making war on war, money is also needed. I think we have an honourable duty and a beautiful opportunity and privilege to help these young people who will go out over Europe and try to form a world youth guild for peace uniting all youth movements of idealistic shade to enter into that big youth guild. I wish to appeal to this Federation to show hospitality to young peace missionaries and to try to help them with money. I do not know in what way that could be achieved, but I would wish they could do something in this Conference to help this crusade of youth to outlaw war.

Mr T. P. MACDONALD, Treasurer of the International Federation of Students, Edinburgh: This Conference is, I suppose, primarily concerned with the education of the youth during their school period, and the Conference aims at teaching them to think, while they are at school, internationally, but when they come to the University they reach the stage in their education when the best education is contact with their fellow-men. I am here as a representative of the International Federation of Students who aim at bringing about international peace and understanding by bringing students of all countries into personal contact and touch with one another. I can best and most briefly tell you about our organisation by reading to you the objects as laid down in our statutes:—

- (1) To create bonds of esteem and friendship between students and intellectuals of the whole world.
- (2) To organise a permanent liaison between organisations of students of all countries.
- (3) To co-ordinate their activities in the university world.
- (4) To study international questions relative to higher education and the intellectual and material life of students.

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(5) To make contributions to the expansion of learning.

The Union was founded in 1919, and at present it has, as members, the International Unions of Students of twenty-eight different countries. That is a very impressive assembly. We have at the Conference at Copenhagen an application for admission by the National Student Federation of America, which was founded this year at Berkeley in California. We have within our fold all the belligerents of the late war on both sides. The Federation is independent of all political or religious ideas; politics and religion are banned. We publish annually a calendar, which runs this year to seventy-two pages. I would ask you, Ladies and Gentlemen from all over the world, for your support both moral and—I am sorry to put it this way—financial as well. You know that the student is always poor. You know he is notoriously impecunious.

Dr ROMAN DYBOSKI, Poland: In the important study of history, in my opinion, any ferment introduced by national feelings may be usefully counterbalanced by stressing the economic aspect of historical facts. I think the lies that are apt to be circulated by over-zealous nationalists are best fought by economic facts, and we should impress that on the minds of our students, and then I think it would be clear to the commonsense of nations that men who do business with each other do not promote their interests when they fight, but that in fact they, both victor and vanquished, lose by fighting.

Mr M. YOSHIMOTO, Osaka, Japan: Time will not allow any elaboration of my points. I just want to thank you for the encouragement and the inspiration you have given me through this ever-memorable world gathering. I have seen international spirit so delightfully revealed in every phase of this Conference. This is my first visit to Scotland. I have been here only a few days, so of course I ought not to draw any hasty conclusion, but, from what I have seen and heard so far, the people of Scotland seem to be

second to none in their pride of country. Let me say that I have learned to admire them the more for that very reason, for they have taught me a great object-lesson—that there is no incompatibility between national consciousness and international activity.

I feel firmly convinced that nationalism worthy of the name, and internationalism, are not mutually exclusive, but are inter-dependent. We Japanese all mean to be international. You could never talk a Japanese out of his nationality, but, let me assure you, you can easily to-day talk him into internationalism. It is our cherished desire to see our country of Japan advance more and more not only in intellectual attainment but also in spiritual international service and brotherhood.

Mrs ESTHER LOWE GORDON, New York City: I come before you to present for your consideration an educational institution, American in origin and development, but capable of adaptation to all peoples and countries. What justifies its consideration here is the fact that it presents ideal conditions for working towards the development of international-heartedness as well as mindedness. The complementary nature of the two is unquestioned. One without the other is inefficacious and even pernicious.

What are these conditions:—

1. The great out-of-doors with the sky as the common roof and the limit of aspirations.
2. Simple living with attention to common needs.
3. Intimate contact with nature and the human element consciously and unconsciously working toward giving a realisation of the just need of adjusting one's self to the varied human and physical nature.
4. Common aims and purposes, the happiness and proper functioning of the community.
5. The exercise of team games—that great force that

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develops the spirit of sportsmanship, of taking a beating with the same grace as a victory, of regarding life as a great adventure.

What it is proposed to do with these conditions provided by our institution, the summer camp :—

1. To bring into them from all countries young college people and let them have their unconscious influence.

2. To consciously move through increase of knowledge along the following lines :—

- (a) Study of the conditions, physical and economical, of the country in which the group finds itself.

- (b) The manifestations of its spirit through its literature, music, dance, artistic and historic monuments.

- (c) Consideration of comparative national customs as exposed by members of various countries.

Another great point in favour of these conditions is that they are to be operative during the summer, during vacation, a time that is rarely employed constructively from all points of view. Here the physical, the intellectual, the spiritual nature of the young person will be exercised and strengthened, refreshed and given direction and purpose. The summer camp in America has had undoubted success and is an established institution in certain sections. For the development of international-heartedness and mindedness among our college youth there is no better medium. I should beg therefore to recommend that a Committee be formed to study the matter and its application.

In 1926 there will in all probability be such a camp for girls in France. One of the préfets is ready to give land if it can serve the purpose, and interested persons are working towards making the probability a reality—a university in America. New York University has accepted this type of work in its extra-mural division.

Mr S. B. LUCAS, I.A.A.M., London: I think those of us who were present at the meeting of the Secondary Section this morning will have been congratulating themselves that they passed resolutions on the teaching of history and modern languages which might very well have been inspired by the addresses of Mr Hudson and Professor Sarolea. As regards the address of Mr Sherman, I am very glad he made the most important point that you cannot do any real good unless you secure the co-operation of the teacher.

Those of us who know the kind of animal a teacher is will recognise the fact that the teacher is far more likely to be keen on this kind of thing if he initiates it himself rather than if it is imposed upon him from outside. I therefore have pleasure in giving a short account of what my own society has started to do with regard to the improvement of international relations. We have always been keen on the League of Nations idea since it was started, and last year we were thinking of some way by which we could best further this idea, and we came to the conclusion that one of the very best ways of doing it would be to form an International Relations Sub-Committee, the object of which would be to get into touch with secondary teachers and especially to try and initiate close personal relations with the secondary teachers in the dominions and the foreign countries of the world. The object of this International Sub-Committee is to do that, to inter-change literature, to inaugurate the comparative study of aims, problems, and methods, and in every way possible to foster good feeling and understanding. We have already secured touch with about fourteen European countries. We are of course in touch with teachers in our Dominions, and we have also found touch quite lately with teachers in the United Provinces of India. What we really want to do is to extend our work, and I therefore venture to appeal to secondary teachers in this room who are representative of organisa-

tions in foreign countries to get into touch either with me personally or with our organisation at 29 Gordon Square, London. We are extremely anxious to further this work in every possible way, and I hope you will help me to do it.

Dr OTAKAR VOCADLO, Prague: As a member of one of the smaller nations of Europe I venture to submit that international mind is by no means confined to the big cosmopolitan States whose power has spread all over the globe. On the contrary, I believe that small nations cannot afford to be self-centred, and in their struggle for existence they needs must acquaint themselves with the languages and ways of thinking of all the greatest nations of the world. This opinion is corroborated by the wholehearted support given to the League of Nations by small States.

Secondly, I should like to emphasize that the States which include fractions of the neighbour races—that is to say the great majority of States—have a good opportunity to cultivate an international spirit within their own circle.

Further, it is essential to realise the enormous educational importance of the new system of Europe in which a number of smaller nations have been granted their longed-for sovereignty. At the same time a number of convergent movements and organisations of steadily increasing importance have emerged and are flourishing. The very existence of this Federation is, I think, the expression of this faith in the power of education. There is no time to lose. All ages and all stages of schooling must be approached from the international standpoint. For the elementary school children there is Junior Red Cross, for the secondary schools there is Civics, where it must be inculcated that we are also citizens of the world and what it implies. For University students there are the Geneva courses (International University Federation), conducted by Professor Zimmermann, one of the greatest educational forces of our time.

On behalf of our Ministry of Education and the two

bodies I have the honour to represent (the Masaryk Adult Institute and the Czechoslovak Junior Red Cross) I may perhaps outline very briefly what is being done in the Republic for international understanding in the province of education.

Professor MacCracken may be fully satisfied with the results of his fruitful co-operation with Dr Alice Masaryk, the President of the Czechoslovak Red Cross. The Junior Red Cross movement has permeated already 3840 schools, the total membership amounting to some 300,000 pupils. Their bulletins and publications bear witness to the beneficial influence and vitality of the movement. Delightful booklets and periodicals appear together with manuals of gardening and other useful handiwork. Congresses are held and sympathetic co-operation of teachers has been permanently secured. The idea of peace is in the forefront, and as is well known this helpful work involves, besides health and character training, education towards international friendship, which is fostered by correspondence with little colleagues abroad and exchange of information and gifts. Translations of children's letters are provided by the Prague centre.

Teaching of civics has been introduced into schools by law (while religious instruction has not been excluded). We cannot emphasize too strongly that international and even national solidarity must be based on equality, or to put it in terms of education: real understanding is only possible between peoples whose educational standard is approximately the same. Under pre-war misrule vast areas were not accorded the chance of the only efficient education, namely, instruction in their mother tongue. The results are appalling, *e.g.*, Czechoslovakia includes districts in the parts which were formerly under Hungary with as many as 50 per cent. of illiterates. In this way adult education is faced with a tremendous task, especially in a State which has granted equal political rights (full

electoral franchise, etc.) to all citizens irrespective of sex, race or possessions. It became a vital necessity to set up numerous courses for illiterates in the Eastern part of the Republic, and every possible means has been used for the advancement of the long-neglected population—agricultural instruction, educational films, theatre and even marionettes have been enlisted in this campaign with considerable success.

The most important data concerning Czechoslovak Adult Education are as follows :—(1) It has been recognised that efficient adult education as a matter of national concern is one of the fundamental duties of the State. Therefore a law was passed (February 7, 1919) which became a Magna Charta of Czechoslovak Adult Education, providing free courses throughout the Republic. It was followed by other important acts and administrative measures. The cost of administration is partly covered by the Government, partly by Local Authorities. Thoroughly qualified teachers are being enrolled. (2) Public libraries as a *point d'appui* as well as indispensable means of all adult education must be provided in every community. These efforts culminated in the foundation of Masaryk Institute for Adult Education, for which the President granted four millions Kc. (about 25-26 thousand pounds). The constituent Assembly took place on the seventy-fifth birthday of President Masaryk, March 7, 1925. This Institute to which belong all the leading adult organizations is the rallying point of all the adult education activities and research, and will keep touch with similar institutions abroad. In the work that has been hitherto accomplished by the Osvetovy Svaz (Cultural Federation), the foremost A.E. organising body of the country, it has an excellent basis to build upon, especially a well-established tradition of musical courses and aesthetic education is to be pointed out in this connection as a speciality.

No account of Czechoslovak education, however

inadequate, is possible without at least a brief mention of the "Sokol" movement. This is the distinctive feature of Czech education for citizenship. It has united all classes in a common effort for health and efficiency. Its centres and branches cover all Czechoslovakia and have penetrated to all Slavonic countries and to all Czech settlements abroad. This popular organisation had been one of the greatest educators of the Czechoslovak people. Outwardly it is a gymnastic association for the cultivation of the Greek ideals of physical culture. But its importance for character education cannot be overrated. In this brotherhood have been embodied all the leading ideals of the race, and it is largely due to this movement that the Czechs have remained true to their tradition of steadfast believers in democracy even in the time of greatest political repression, and when liberty came at last they were found ready to assume the responsibilities of Government. The beauty and democratic spirit, the voluntary discipline, also cult of rhythm and harmony, to which much attention is given, especially by ladies, is best revealed in their huge congresses which take place in Prague every six years. Preparations for the next Congress in the summer of 1926 are already beginning, and guests from all Slavonic countries are sure to come. (Membership in Czechoslovakia: some 650,000 of both sexes of every age.) This movement brought the various Slavonic nations closer to one another and furthered even a rapprochement between the Russians and the Poles.

The ancient city of Prague has long since been the cradle and focus of all Slavonic studies. It was an educational centre of all Central Europe as far back as 1348. It is one of the greatest student meeting-places of the world with its four Universities. Besides the ancient Czech Caroline University there is one German University, one Ukrainian and a Russian Faculty. Students of all nations meet there in the "heart of Europe" in a spirit of international comradeship.

Mr J. J. CHAMPENOIS, New York: We are essentially interested in international education. There are many difficulties in our way; there are many obstacles. It is all very well to realise our ideals in our minds, in our hearts, and in our imaginations, but when it comes to international administration it is another matter. Perhaps I should like to point out to you the main difficulties which during the last six years we have noticed.

First, if you wish to encourage goodwill, you must train ambassadors of goodwill. Those ambassadors are the students of to-day, who will be the leaders of to-morrow. As long as you have passport fees and passport regulations, you won't encourage students to travel.

My second point is this: as long as we do not have a list of accredited Universities, how is it possible for students to transfer from one University to another?

My third point is: as long as the Universities insist upon charging tremendous fees, how can you possibly expect students from poorer countries to come and study at your Universities? My last point is that if we do not arrive at a system of full equivalents of time, degrees, and diplomas, through some international agency, then we shall have failed.

Mr H. P. MANG, Canada: It is because world peace is the most important thing of my life that I force myself to come up here and utter a few words on its behalf. World peace is more important and means more to me than life does itself. I have attended Toronto University for five years, and in my spare time I have taught school and worked in foundries and tramped my way on the highways, and that sort of thing, for this reason, that I have seen and read and studied in student groups a great many of the schemes for the promotion of world peace and the machinery through which it is proposed to work out this world peace idea, but I have not seen

an equal amount of study devoted to searching out and examining closely the material out of which we are to build this world peace.

The general public, the clergy, the church, the university professors, the public school teachers, and the teaching profession generally—how far are those bodies prepared to go? What are they prepared to sacrifice individually, and as bodies, for that ideal of world peace? If you took a vote of any of these organisations and asked them if they would be prepared to sacrifice everything in the interests of world peace, I doubt if you could carry the day. The two principles of peace and war are, to my mind, diametrically opposed, and you are either on one side of the fence or the other; you cannot ride the fence. If you want world peace you must be prepared to say, "I will take world peace at any price, no matter what it costs."

When I was at Toronto University we had a small group studying world peace. You will always find only a *small* group studying this sort of thing. We had about 5000 students at the University, but the group studying this was only 200. The others fellows would scoff and think it was a sort of bunk. We appeared before the ministerial association to test our feeling upon this, and a more heated discussion I have not seen. After we were there presenting our case, one of the ministers got up and said that by the grace of God he raised a battalion in the last war and if heaven spared him he would raise a battalion in the next war.

Mr DONALD GRANT, Secretary of Students Relief in Vienna: I represent the European Students Relief. We are having an International Student Conference in the beginning of next month at Geneva. The topics of this Conference have been arrived at by the students themselves. They are:—

(1) Economic problems which concern the students not only of Europe but also of the whole world.

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(2) The University and its relation to internationalism.

We had a Conference last year in which various types of university in different countries were studied. This year we are studying the ideal university.

(3) What are the fundamental bases for a true internationalism?

I want you not to condemn internationalism in Europe and not to doubt it; it is a fact. Try to understand why internationalism is strong in Europe. Sometimes internationalism is looked upon with suspicion, because it is regarded as a kind of international cosmopolitanism. At this Conference there will be thirty-five different countries represented, and the students who are there will be students who are doing things. Forty-two different countries of the world collaborate, and I invite this Conference to keep in touch with the students' organisations.

PROFESSOR SAROLEA: I do not want to inflict a second bad speech. I wish to make this motion:—

“That this World Conference of Education Associations respectfully draws the attention of the Scottish Educational Associations to the fact that a study of the two greatest political aggregates of the world, the American Commonwealth and the Russian Commonwealth, is not represented in the curriculum of any of the Scottish Universities. This World Conference expresses the hope that practical steps be taken to remove this defect in Scottish higher education and that lectureships in American history and in Russian history be established at the earliest possible moment.”

With regard to the first point, the foundation of lectureships in American history, I need not labour it. From my long study of American history I feel sure that American history preaches a message of peace more emphatically than the history of any other nation, and that is why this foundation of such lectureships

would promote the objects which Mr Hudson has been preaching. With regard to the second point, the establishment of lectureships in Russian history, I would just submit the following three propositions, which may appear to you as three evil prophecies. I feel absolutely convinced that within ten years from now, Germany will have recovered, and more than recovered, her political power of pre-war days; and my second proposition is that Germany will use that power to try to tear up the Treaty of Versailles, by peaceful means if possible, by military means if necessary, and, as Germany will control within ten years the policy of Europe, this is an urgent point. Now, Russia also is my third warning. Russia also, perhaps not within ten years but certainly within fifteen years, being an agricultural country, will recover very quickly, and Russia will recover politically and militarily only second to Germany, and Russia, either in alliance with Germany or in antagonism to Germany, will assert itself. I think that is one urgent reason why we should concentrate on the study of Russianism.

A DELEGATE: May I rise on a point of order. I think the proper place for this motion to be discussed is at one of the plenary sessions.

THE CHAIRMAN: I do not propose to put the motion to the meeting, because it seems to me to require a knowledge of conditions in Scotland. It deals with a specific country. It seems to require a knowledge of Scottish university conditions and Scottish school conditions that cannot be the property of the various members of this section. It seems to me we are always interested to hear anything that Professor Sarolea cares to communicate. It has been a little difficult perhaps just to get for ourselves those clear lines along which we ought to work in the future, but, for myself, there are two or three things which have stood out as the result of these interesting two hours. To me, looking ahead, the two

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great dangers are the misuse of science and the misuse of internationalism.

It seems to me that a true internationalism can only be a means to an end and never an end in itself. "To be merely German is to be anti-German," said John Hermann. I would say further, to my notion, that to be merely British is to be anti-British. I think it is our dependence rather than our independence that ought to be stressed from the beginning. I agree with one of the speakers that there is no subject taught in our schools that could not be made interesting internationally. Mr Hudson referred to those prejudices which can be easily aroused in the minds of children, such as the subject of the American Revolution as it is taught in America and on this side. It seems to me that the big thing we have to get hold of is to realise and search for ourselves and know the truth and tell it in its wholeness. My own little practical experience in foreign affairs just taught me that ignorance, and the consequent suspicion, lies at the bottom of most international difficulties, and that once these are removed there is nothing that may not be settled in an amicable spirit.

There is another element. "They talk of Europe. What is Europe? A company of wicked old gentlemen with decorations, sitting round a green table." Well, now, the dangers of that aspect can be minimised as soon as the people of each country show their determination to know what is going on inside their Foreign Offices. No good thing requires to be hidden. Then also, I think a very great deal could be done to remove ignorance and prejudice by getting to know the other man, by having little excursions of children from one country to another, and, above all, by having such excellent means as this International Conference that has met here in this city at this time.

Mr S. B. LUCAS, I.A.A.M., London: I should like

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to know in what form the results of this meeting will be presented to the Plenary Session.

THE CHAIRMAN: Would you care to submit to a small sub-committee, consisting of the Secretary and myself and the three speakers, to draw up a few sentences that might be held to represent the general trend of our discussion to-day?

A DELEGATE: I move the appointment of such a committee by this body. (Motion adopted.)

True National Education the Preparation for
International Friendship.

Paper contributed by Professor SOPHIA RUSSOVA,
Prague.

The Ukrainian Pedagogical Institute in Prague voluntarily accept the idea that the real aim of education is to develop an attitude of goodwill in the children towards all peoples in the world. They regard with aversion the horrors of war and every act of illegitimate power by which one nation subjugates another to its rule. Children should understand as early as possible that they have brothers and sisters not only in their own family, not only in their own native land, but also all over the wide world; they should understand that all men, however different are their languages, habits or work—are sons of one God, and that their lives cannot be happy without mutual aid and mutual support, as it was in the time of the great famine in the Ukraine, when America and other countries fostered the helpless Ukrainian children.

It is quite clear that such a knowledge and understanding of other nations requires a careful study of Universal History, Geography and Foreign Languages. This last subject is of the greatest importance as it provides the means of coming into direct contact with different nationalities.

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But for really good mutual relations between nations it is not sufficient to have a knowledge of the world. In the children a feeling of sympathy towards all men must be developed and this can happen if International Education be founded on a national basis, because a broad human education must awake in the souls of children a profound feeling of sympathy for their fellows. Children at an early age might love only persons they know well such as their parents, relations and playfellows. School, however, must enlarge this sympathy and direct it not only towards mutual relations among themselves, but also provide the children with many opportunities to know their own people, their own country, and so come to understand the value of their national treasures, their national character and the whole life of their people. This national education must be begun at a very early age, from Kindergarten, where instructive materials must be taken from the treasury of national songs, plays, tales, art, customs; children must be trained to master the dominating work of their people—agriculture, trade, arts, etc. These studies should comprise the principal part of the elementary and secondary education, and so from childhood the children would be already instructed in national impressions and the feeling of love to their people and country would be developed more strongly. The Ukrainian teachers are happy in having at their disposal a very rich folklore in which they can find fine material to develop in their pupils not only their language but also their imagination and aesthetic feelings.

The Ukrainian children would find in their history many examples of heroic love of country and heroic sacrifice of ones own life for the defence of the people. In their history Ukrainian children would find examples of brotherhood in the organisation of the glorious Sich of Cossacks on the banks of the river Dnieper and also in the brotherly associations for the defence of the orthodox faith in Volynj and Galicia in the sixteenth

and seventeenth centuries. In general the history of the Ukraine is full of wars but none of them had aggressive aims; they were always defensive with a perpetual struggle for liberty and independence, or they were wars of alliance as friendly help to foreigners as to the French, Swedish, Polish and other peoples. Much Ukrainian blood has been spilt in struggles for liberty.

Such a national education is most necessary to nations that are subjugated and cannot under the tyranny of foreign conquerors develop their culture and their own moral powers; for such a nation it is necessary that every fresh generation should understand its true national character and not that which is already deformed by long servility and foreign influence. Indeed, long servility and long dependence under foreign power very often deform and change the pure physiognomy of a nation, arousing bad feelings and habits; so the pure, the true type of a nation must be sought for in its old free culture, its ancient artistic treasures, in its old social usages. But such a national education is necessary not only for subjugated nations—every people must first understand themselves, know their past life, their productive powers. Knowing this all people would not so easily lose their own national type and their own creative powers. Such a loss is not useful for universal civilisation and its creative production. We all know that the finest artistic creations were the outcome of a high national feeling as the works of Shakespeare, Goethe, Hugo, Dante, Kolar, Shevtchenko.

Only when children are well educated in the knowledge and love of their own people can they receive a widened moral education on the grounds of humanity, on the feeling of universal unity, universal brotherhood. They must study universal History, Geography and Ethics.

To develop a true moral sense in their pupils—future

teachers of Ukrainian people—the Ukrainian Pedagogical Institute will train them by the moral rules of its great spiritual founder—Michel Dragomanov. He was a great political emigrant of Ukraine in the end of the nineteenth century and was known in Europe for his scientific works on folklore. Dragomanov always says: "Pure business requires pure hands," because very often bad meanings spoil the goal. He was a fervent patriot but he never was a narrow nationalist; no, he says everywhere in his writings that every true nationalist must be well acquainted with universal life, universal knowledge. Dragomanov thought that all people could attain their liberty and their prosperity only by their own spiritual, moral, political and technical development and now we all are sure that to this goal peoples cannot come through wars and internal terror, but only by a broad education and human universal relations. But thinking so, as thought our great teacher, all subjugated nations must be sure that other peoples who have already attained their independence will help those who are less fortunate. A great and true alliance must be constituted between all peoples by mutual acquaintance and mutual understanding. For this purpose every science can be useful because every science has a moral signification in arousing a feeling of sympathy to humanity: all discoveries in physics, geography made by learned men of different countries and which are all so useful to the whole of humanity, must suggest to the children the united labour of all peoples.

Everywhere in their studies children see the intensive development of life, a great conquest over the powers and the treasures of nature produced by the united efforts of the whole of humanity. Every nation has contributed to this universal struggle for life, this interminable evolution of life and must defend life as the dearest treasure of all men.

In the study of universal history we must not celebrate

wars and military heroes; it would be best to explain to the children the mutual dependence of all peoples, all states, and how little by little mankind is coming to understand that peaceful relations are the best means of securing life and happiness. As the peaceful relations grow so would the dreadful terror of war lose its power, and more intense energy would be employed in learning, in artistic, social and technical activity.

International Education founded on national self-knowledge will certainly lead us to a general state of mind in which it will be impossible that any nation will be subjugated or even tyrannised by another and that any one nation should be denied its rights or its liberty and independence. Such a universal and moral redemption must be the principal goal of education in all lands, and there must be a close co-ordination between national and international bases. All teachers must know how to develop in their pupils a true patriotism and devoted love for their own nation and at the same time how to develop a strong feeling of international friendship and faith in true brotherly relations between all peoples in the wide world.

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Saturday, 25th July—Forenoon.

Dr AUGUSTUS O. THOMAS in the Chair.

THE CHAIRMAN: We have some important messages to hear this morning, and we hope to spend some time on the Herman-Jordan plan for the development of goodwill and justice and on such discussions as may arise from it.

A DELEGATE: On a point of order may I ask if the resignation of the Board of Directors will be tendered at the Delegate Assembly on Monday morning?

THE CHAIRMAN: The business session will be on Monday morning. The election of officers will have to follow the constitution in order to be constitutional. We shall try to have the adoption of the constitution first thing on Monday morning and following the report of the committee. The Board will be made up from two members of each organisation represented.

A DELEGATE: May I ask what is the meaning of "each body represented"? Does it mean each body which has sent delegates, or each body which is affiliated?

THE CHAIRMAN: That is the affiliated bodies. We are endeavouring to get organisations affiliated from every country in the world. We have also invited all Educational Associations and Affiliated Organisations, Ministers of Education, and have also extended to all Governments the invitation to come to this meeting and to participate in all its deliberations, whether they have membership or not; in all educational proceedings, such as the various units and the general programme, they have been accorded, so far as I know, full rights and full opportunity of free expression of opinion. After

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all, one of the finest things that can possibly come out of a gathering of this kind is that the educators from one section of the world may sit down and converse with the educators from every other section of the world and become acquainted with one another. When I think of a certain country, I can visualise my friend a professor of it. When I think of the League of Nations, I can visualise Dr Nitobé, and when I think of Egypt I can visualise my friend Omar Bey. I hope every one of you will make friends and acquaintances just as broadly as you can. The teacher is no longer a worker working by himself. Education has become a great cause, and we have extended our contacts. Here we have brought the teachers of the world in representation together, so that they may feel that education everywhere has largely the same motive and the same object and that we are all working together. I am going to give it to you in a concrete form.

In 1923 there came to San Francisco a very cultured and highly educated lady from Nicobar. She said: "My country has sent me here and wants me to find out something about education in the United States," and, therefore, she visited one of our schools to see some real teaching. She went into one of the very best schools we have, and she was very pleased when she found they were going to teach a lesson in geography. Then she was delighted when she found the lesson was on her own country of Nicobar, but she became surprised when they taught that the people of that country were mostly Indians and had no standards of morality and hygiene conditions. She became somewhat annoyed, and then all at once she saw the humour of it. She began to smile, and she said: "Well, you Americans haven't anything on us. The pictures in our books show that the people of the United States live in tents made of sticks covered with skins and they wear blankets for clothing when they wear anything." Now,

what we want in the books we study is a picture of the typical child of these countries which have the same ideas of virtue and cleanliness, and the same ideas of education, and when we come to that we shall find that the next generation will have a better understanding of their neighbours.

Mr PAUL HANSEN, Denmark: I want to speak of our International Association in Denmark. It is our idea to try to gather at our colleges students from as many different countries as possible. International education to-day really means the education of all the members of one big household. Commercially the world as a whole is united, but politically the first attempt made to unite the peoples of the world is the League of Nations. It is necessary for us, first of all, to work for the education of people all over the world. The League of Nations is a mightier idea, and it is going to make history. All over the world of to-day attempts are being made to establish education for our youth and for the adults of our different countries. Educational movements to educate the people are growing up all over. All those movements are of course limited by languages and national borders, and so on, but they are doing good work. Our aim at the International People's College is to get the representatives, and the best representatives, from all those various movements together at our school to give them the chance of living together for a time and working together. You will all understand that we have great difficulties to overcome. They speak many languages and they have to study very hard to learn to speak with one another. We have had great financial difficulties.

Our school began four years ago with twenty-four students. We have now sixty-five students, and we have had more students than we can accommodate. We cannot afford to build. In spite of this, the college is going fast ahead, and is becoming known all over the world. One of the things which has enabled us to unite our

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students for a common effort almost at once, is the idea of working together in our garden. We found it impossible for the students to understand one another in the classroom, and therefore we have regularly one hour of manual work, and we find that as soon as the German and the Frenchman get out into the garden and work alongside one another they become friends immediately. Of course history and especially sociology play a great part in all the work. We try to work out an understanding of our common history, the history of our great social institution of the world. We also try to exchange students and teachers with other countries. Some of our students have gone to America, others have gone to Germany, and some others again to this country, and one or two of our tutors have been travelling giving lectures in other countries, and we have lectures from eminent people from a good many countries. We hope to build up some traditions of adult education in that line, and then we hope that other colleges of the same kind may grow up in other countries.

Mr NIKOLAS ADOLF HANS, Russian Pedagogical Bureau: I represent the Russian Teachers Union abroad and Russian Educational Bureau at Prague.

I take this opportunity of greeting you all in the name of Russian educationists. Unfortunately I have no right to speak on behalf of my friends and colleagues who remained in Russia, but I can assure you that Russian educationists irrespective of their political convictions would gladly co-operate in the movement for international peace and goodwill.

We Russians have always been international in our outlook and although we love our country first we never lose the broader aspect of humanity as a whole. We have the exceptional advantage of being Europeans and Asiatics at the same time; we are the only European nation whose frontiers touch Turkey, Persia, India, China and Japan. We are convinced that fate has destined

us to be mediators between East and West, and I must tell you frankly that you will hardly succeed in achieving your great aim of uniting East and West without Russian co-operation.

Revolution has taught us two lessons : first that international friendship cannot be based on social strife and civil war, and that, before aiming at world-wide international goodwill and co-operation, we must establish these between opposed classes and groups of the same nation.

The second lesson is that in time of need you will find true friends indeed. We have found them.

At the time of the Russian famine when millions of Russians died of starvation the United States of America came to our rescue and saved ten millions of Russians from the most terrible death. I refer to the noble work of the A.R.A. and the Society of Friends. Our Slavonic brethren have shown their true Slavonic spirit of hospitality and helped to educate thousands and thousands of Russian students, although their countries are small and their means limited. These are true acts of international goodwill and co-operation, and I am sure if all nations will act in the same way towards each other we are certain to achieve the aim of this Conference.

It is the custom in English-speaking countries to make humorous speeches. Now I am not sure whether you will appreciate our Russian humour, because our humour is peculiar; we laugh through tears. We have a proverb, "Do not go to a strange monastery with your own regulation." Therefore I shall try to be humorous in your Anglo-Saxon way. We have another proverb, "What is good for a foreigner will kill a Russian." I think that is wrong; I believe that we can be saved in the same way as you, *i.e.*, through education. We have many other proverbs which also prove to be wrong; for instance, Russians say that the monkey was invented by a German; to-day we all know, however, that Monkey-

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ville is in America. I won't take up your time any longer; I only wish to say to our hosts here that I admire their Scottish spirit very much; but in Russia we have still better spirit which is called—Vodka. From my personal experience I can say that every Scot who comes to Russia returns to these Isles full of our spirit.

But apart from this similarity of spirit, Scots have contributed to Russian history and literature as well. Sir Patrick Gordon was one of the ablest soldiers who helped Peter the Great to mould new Russia, and our great poet Lermontoff was a descendant of a noble Scottish family.

I thank you for your kind attention and assure you that Russian educationists are whole-heartedly with you.

Mrs LAURA P. MORGAN, Washington, D.C., made an announcement regarding a world hero prize competition. She said that Mr Clement M. Biddle, of New York, a member of the Executive Board of the National Council for Prevention of War, offered through that organisation the sum of 1200 dollars in prizes open to the competition of the pupils in the secondary and higher elementary schools of the world. These prizes would be awarded for the best short essays on the twelve figures in human history, men or women, deemed most worthy of remembrance as the world's greatest heroes, giving due consideration to (1) nobility of character, (2) fearless and self-sacrificing devotion to a great cause, (3) constructive work for humanity of a permanent character. To determine the twelve greatest heroes, each school through its principal or acting principal might submit one list only of twelve names. The twelve names submitted by the greatest number of schools would constitute the final list. With the list might be sent one essay on each of these heroes written by a pupil of the school. The twelve equal prizes of 100 dollars each would be awarded for the best essay on each of the twelve heroes chosen as above. Mrs Morgan mentioned that a test was

recently held in a Washington school as an experiment. The teacher read the above definition of a hero to her classes, and gave them a day to think it over. The competition was held the following day, and the result was as follows:—George Washington, David Livingstone, Booker T. Washington, William Pitt, George Stephenson, Abraham Lincoln, and Woodrow Wilson. The list of names amused a number of the delegates, and Mrs Morgan remarked that it was not unnatural that they were chiefly national heroes. It was not necessary or desirable that the world competition should be run on those lines. The purpose of the competition was to stimulate in teachers and pupils alike throughout the world fresh study of the elements of greatness. Founders of religion revered by their followers as divine and living persons were excluded.

Dr NIROBÉ, League of Nations Secretariat: I wish to thank the Chairman for the privilege of saying a few words about the League of Nations and its work, but I am not going to do it in any spirit of propaganda. The League of Nations has been at work for the last five years and its record is well-known through the Press of all the world, so I need not repeat here how it has stopped at least five wars which were on the point of breaking out or which were really being fought. To have stopped five wars in the course of five years is a pretty good record. Neither shall I take up your time in recounting some of the humanitarian activities of the League, knowing that they are all well-known to you, for instance, in the repatriation of prisoners of war in 1920 and 1921, how thousands of prisoners of war were suffering in the inclement climate of Siberia for two, three, and some of them for four years, living only with one shirt or with only a pair of boots, and how thousands of them were frozen to death or starved, and how the remnant was repatriated through the League of Nations.

Now, here I wish to say how much I owe to a Scots-

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man. I think I have read Carlyle too much. In my youthful days I simply fed on Carlyle, having read "Sartor Resartus" no less than forty-two times—I had the book rebound twice. As I stand here, a word of his comes to my mind: "Man with all his mad wants and mean endeavours has become the dearer to me"; and then he goes on to say, "Can I not take you in my arms and wipe away all tears from your eyes?" It seems to me that at the bottom of the League of Nations is the spirit of pity and human love. I have been attending the meetings here, and I have been inspired with the elevated thought that has been expressed. I see in the faces of my hearers the spirit that moves them. I have often been in other kinds of educational societies and centres where the discussion centred so much upon the salaries paid to the teachers, upon their treatment, and upon their prerogatives, upon attacks on their theory of education, and upon the advocacy of one special system, and so on, but here in this meeting I have felt a more elevated sentiment, namely, the cause of humanity. We are met here to see how we can approach one another, how we can adjust the differences of race and of nationality, and how we can come together as human beings, as sister and brother.

In the Washington Conference you all remember how the Japanese delegate accepted so willingly—and if I were speaking for some other delegate, I would have added also the words "so gracefully"—all the proposals that had been made by the American Government. Do you know that in the country itself there was a great opposition to accepting every proposal? You won't be surprised at that. Why then did this delegate accept everything? Now, here is the story. When our delegate was leaving the country he was told by the Prime Minister of that time, who was subsequently assassinated: "Now, you are going on a great mission to discuss a question which is not only a question for Japan; the whole world is

suffering under armaments, and the suggestion of Mr Harding for the reduction of armaments is the voice of God. It is God himself speaking through the voice of Mr Harding to lighten the burden to the whole of humanity and, as such, you must accept the proposals of the American Government." And our delegate accepted on that instruction. It seems to me that the whole aim and object of the League of Nations is expressed in that famous saying of Abraham Lincoln: "With malice towards none, with charity for all."

When we meet a man of another race or of another country, we somehow feel that we must defend ourselves. We know very well how the word "host," the co-relative of "guest," has degenerated into the word "hostility." What a sign of human depravity! And yet it is natural, quite natural. What we want to do is to reverse the order and derive, if we can, from the word "hostility" the word "host" and the word "guest," or, if you wish, to derive from the term "hostility" the still better word "hospitality." The League of Nations has been founded upon this phrase. I know it is not perfect by any means, and it will not be perfect until all the nations of the earth join. There are at present fifty-five nations. I won't give you the whole list of fifty-five. I think you can get an idea of the size of the League if I were to give the names of the countries that are still out of it. There is Russia, a great country, and Turkey, and Germany, which according to the newspapers seems to be contemplating entrance into the League. Then, in addition to these, there are Egypt, Afghanistan, Mexico, and America. And we wait for the time when all the nations of the earth will come together and sit at one table and discuss the questions in which they are all interested.

When I was a schoolboy I used to feel an uplift of soul by reading passages of English poets, but few lines of English poetry used to thrill me as that very simple and familiar line of Tennyson: "The parliament of man,

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the federation of the world." I could not believe that such a thing was possible, because my conception of a parliament was for people to come together to quarrel, and I saw with my own eyes several instances in our parliament in Tokio where people instead of using their tongues used their fists. That is not peculiar to the oriental parliament. With the parliamentary men that we have had in Geneva in the assembly of the League of Nations we had not a single instance of fighting with the fists. I know some of the delegates come with some suspicion, and they come sometimes in a defensive mood and say, "Now, I must go at it," but it does not take many days before the chip falls from the boulder, before I notice a smile on their faces. I could give instance after instance of individual delegates who came in a spirit of defence and sometimes of hostility, and who left the halls of the assembly in a spirit of friendship and goodwill to the rest of mankind.

The way we work is this: there is an assembly which meets once every year in September. I wish you could come. It will open this year on the 6th of September and will last about four weeks. As I have said, that is a kind of parliament of men. Then there is a kind of executive, which is a Council of the League of Nations. The executive consists of ten Government representatives, and they meet every four months. They meet at a table like this, ten people with interpreters and secretaries, and the public is admitted. They transact their business there in the presence of the public—no secrecy. Then there is a secretariat. At present it consists of about 500 people, and of these 500 there are about forty nationalities represented, including such as ourselves from the ends of the earth. The secretariat is divided into ten or twelve departments.

Now, you know as well as I do, that something like the League of Nations has been tried before in the course of human history. Kings and emperors and ministers

have met and signed international conventions and treaties, and so on, but very often they did not carry out the promises they made in these conferences, and hence there has been a doubt in the mind of many people that this present League also will fail in a few years as other leagues, or kind of leagues, have failed before. The difference between previous world organisations—I cannot really call them organisations, because they were not organised meetings—and the present League of Nations, lies in this that there is this permanent secretariat which carries on continuously the work of one assembly to the other, and so on. It is continuity of work, so that it is not just a periodical meeting in which promises are made and after which they are forgotten. The secretariat works to carry into effect the promises—the contracts, so to speak—made in the assembly, and therefore its chief function is to write the different Governments: “Now, you have promised such a thing in the assembly. Have you done it? If not, when are you going to do it? Or if you are not going to do so, please tell us why you are not going to do it,” and so on. The Government is positively kept in remembrance of its promises, and then the work is carried on. The essential thing in carrying out the League idea is that very spirit in which you are gathered here in this Conference, for education is the first condition for world fraternity. We must know each other. That has been emphasised over and over again here in these meetings, but the foreword “Education” is not enough. Until our education touches our hearts and converts us to a higher aim, namely, charity for all, we shall never get anywhere with all our pedagogic methods and with all the different systems of education.

No, education is not enough. We must have something higher and deeper than so-called education. Our heart must be touched until we are converted. Unless we see a higher and a wider vision of human interests and human fraternity, all our thought will be vain; and

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when that vision is vouchsafed to us I think we shall see a more perfect and a more complete parliament of man with all nations of the earth as members, and it is in the hands of educationalists to hasten that day.

Dr KATZAROFF, University of Sophia, Bulgaria, offered the congratulations of his country on the noble task undertaken in bringing together educators of all nations.

Miss A. LABARCA, Chile: In 1923 the Fifth Pan-American Conference was held in Santiago, Chile, the capital of my country. There were different nations of North and South America united to work on some political subjects and also with regard to international relations. There was a section that studied the international side of education. Chile is a country that has always believed in education. At the Conference, Chile asked to have a Pan-American Educational Congress very soon, and this is going to be held in August next year. In the name of our national Government, and in the name of our national University and in the name of our teachers, I have come here to invite you all to that Conference. We do not have many things to teach you, but we are sure that you will have many things to teach us. However, we have a very beautiful country and you will see some of the most beautiful landscapes that it is possible to see in the southern part of South America. Also I have to tell you that we think that we are a people with a traditional hospitality, and I am sure we intend to give you a very hearty welcome.

Madame DE CALVO, Panama: It is in the name of the Government of the Republic of Panama whom I have the honour to represent at this Educational Conference that I heartily thank the World Federation Education Associations, for the warm invitation to us and for the splendid opportunity given to our educational interests to be represented at this large gathering of people from all parts of the world in a city full of beauty, of historical romance and of the highest educational qualities.

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Panama is one of the smallest countries of the Latin American Continent, small in its extent and population and quite young, for it has only twenty-two years of independent life. It is the country which one day sold to the United States of America a beautiful zone of land where a canal was made, an artificial stream that had to unite two big oceans and bring together in closer contact all the nations of the world. Our contribution was made in that sense and you will understand why the words *pro mundi beneficio*, for the benefit of the world, are written as our motto, on our Coat of Arms. During these twenty-two years of independent life, we have developed very rapidly. We have well understood that to educate the children is one of the first duties of a nation, and have well recognised too, that true education is the one that develops to the best advantage, the capacity with which the child has been endowed. We are now trying to give to the child an opportunity to make the best of his life as an individual and as a citizen and all our last efforts made in the field of education are tending to secure the best curricula, the best methods of teaching the best teachers and the best school buildings.

Our elementary education is compulsory; we have two very good Training Schools for teachers and two Vocational Schools; we are giving great attention to the improvement of the educational conditions in rural districts; our teachers' salaries are quite satisfactory and we provide good pensions for those who have been in continuous service during twenty years.

Co-education plays its part in our system of education and no restrictions are made with respect to girls who want to get a higher education. A very strong health campaign has been started in co-operation with the school physicians, the nurses, the principals of the schools, the teachers, the children and the parents; and much attention is paid in all our educational institutions to physical education.

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We have, then, as you see, the beginning of nearly all of your big educational movements, and if we are not carrying on as you are this big campaign for Peace through education, it is because being so far away from your influence, we have lacked good information.

To us then, the attendance at a Conference like this has a very broad meaning. It demands from us a tremendous effort, but it pays, for the information that we are taking back is of the greatest value. To me, personally, this Conference has been a new field of study and experience. I now see very clearly the new duties of the rising generation. The children of to-day must build a new world, a world of goodwill, good understanding and fellowship, free from egotism and hate; they must be united in minds and hearts. Let us wish then that we their advisers and guides should always stimulate their efforts. Let us develop more and more in our schools the spirit of co-operation; let us give a great impulse to all students' associations; let us establish in all our educational institutions the Juvenile Red Cross Association which to me carries on very well the ideals of all this international movement.

I will finish by expressing this other wish. The World Federation of Education Associations has undertaken a wonderful task and from it the world has to take the greatest advantage, therefore I now wish that in accordance with Article VI. of the Constitution of the World Federation of Education Associations there shall be constituted a branch or section for Latin American countries with the purpose to study the special needs and problems of these countries in connection with the work of the Federation.

This section should have its meetings in each intervening year of the full session of the Conference and to it should bring its own conclusions.

Mr SJOWALL, Sweden: We come from sounds to things. I have a message to give you, a bright message

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from the teachers of the secondary schools in Sweden. Just now a complete change of the school system in my country is being designed. We all very attentively follow the suggestions to which the Federation has given voice, and we are extraordinarily interested in all the discussions concerning education that are going on all over the world. As soon as my Corporation had received invitation to take part in this Conference, it resolved to send a delegate; and my Government has also shown its interest so far that it has provided some of the delegates with means to come here. I have here heard many distinguished men and women. I have heard many new things. All I have heard is not new. I have heard many old but good things. I think it is of no little value that we all have the same aim and in many respects the same methods, but I think too that we teachers must be anxious not to believe that all that is new is of value.

Prof. OTLET, Belgium: I bring before you a message from my little country, Belgium. We have taken into consideration the question of the high cost of life and the great necessity of re-construction. Before I came here, we held a small session to discuss what is the great importance of your Conference, and we all agreed that for our country the most important thing is that you can bring for us a new moral spirit. We must have a new moral spirit after this great war. Now, after five years of trouble and war, I can certainly see a new spirit in the direction of affairs. The message I bring is that you may take into consideration an invitation from my country that your next annual Conference, or, if that is not possible, one of your next annual Conferences, should be held in Belgium.

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Saturday, 25th July—Afternoon.

It was moved, seconded, and unanimously agreed to that Mr Goldstone, Chairman of the Resolutions Committee, should act as temporary Chairman, and that the Secretary of that Committee should act as Secretary of the Session.

THE CHAIRMAN: Most of you understand that our esteemed President is taking part in entertaining Prince Henry. The Resolutions Committee considered reports from practically all the sections except the section which dealt with Illiteracy, from which section no report has been received. The Committee went through the Resolutions submitted by the sections and had in mind principally the necessity for avoiding overlapping. As was to be expected, a number of the sections dealt with the same aspect of the educational question, and certain recommendations are duplicated in the reports of the various sections. The Committee which is charged with the duty of revising the resolutions has done its best to simplify matters and to avoid overlapping. They have also found it necessary to use the pruning hook a little, because in one case a report was submitted of the nature of a pamphlet, and that did not seem appropriate to be adopted by this Conference as a resolution, there being no opportunity for the delegates to consider the statements in detail. May I apologise for some inadequacy in the duplicating arrangements? It has been found impossible to have the resolutions duplicated in time for this Conference.

Dr MACCRACKEN, the Secretary: Your Committee on Resolutions, appointed by the President of the World Federation of Education Associations, has considered all resolutions thus far submitted to it by the various sections of the Federation and by individuals as well and reports in favour of the following resolutions. The first two are general resolutions which this Federation may adopt.

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Then there are resolutions with regard to Pre-School Education, Elementary Education, Secondary Education, Higher Education (or Universities, as it is called in the programme), but we use the term Higher Education to include professional teacher training, which is not always undertaken at Universities, International Relations, Character Education, Health Education, and Teacher Training. With your permission, I will read the first General Resolution:—

“That the World Federation of Education Associations appoint standing Committees on Pre-School, Elementary, Secondary, and Higher Education, whose function shall be to co-operate with affiliated associations in furthering the objects approved by the Federation to make studies and reports upon such matters as the Federation may commit to their charge, and to prepare the programme of their section at each ensuing biennial.”

THE CHAIRMAN: I suggest that, as you have not the report of these Resolutions before you, while they are still in your mind, we had better take them one by one. Is it your wish that the first Resolution be adopted without discussion?

A LADY DELEGATE: I should like to draw attention to the ambiguity in the word “pre-school.”

THE CHAIRMAN: May I suggest that the appropriate section to raise that will be when we come to the section dealing with Pre-School Education. Is Resolution No. 1 adopted? (Agreed.)

THE SECRETARY: Resolution No. 2 is as follows:—

“That special Committees on Health and on the removal of Illiteracy be appointed by the World Federation of Education Associations with functions similar to those of the standing committees in their respective fields.”

The Committee on Resolutions agreed in general that the best plan of programme promotion is to divide as

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has been done in this Conference along these great institutional divisions of the subject, but they recognised, particularly in these two fields, the importance of Special Committees especially at this time, since these movements are in the nature of promotion campaigns in certain countries. They therefore desire the appointment of these Special Committees, since the work recommended must of necessity be carried on in some form by the Federation in the interim between the meetings.

THE CHAIRMAN: Any discussion?

A DELEGATE: Who shall appoint those Committees? It does not say.

THE SECRETARY: With respect to procedure, the Committee on Resolutions has left these questions to be determined by the Constitution and has in every case used the phrase, "World Federation of Education Associations." This gives the authority to the Association to proceed with the work but leaves the method of its application to the Constitutional revision.

A DELEGATE: A good deal of interest has been taken in Character Education. Does the Resolution take account of that?

THE CHAIRMAN: There will be a special report dealing with Character Education. It is not proposed to suggest to the Federation the appointment of a Special Committee on lines similar to those for Health.

The adoption of the Resolution was moved, seconded and agreed to unanimously.

THE SECRETARY: The third Resolution is under Head A., Pre-School Education. There are two Resolutions under this head, and they are simply an endeavour on the part of the Committee on Resolutions to incorporate six very brief sentences submitted by this Conference, leaving the machinery which is included in the remaining sections of the recommendation from this group to be carried out in accordance with the Resolutions which you

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have already adopted, which would be a Standing Committee on Pre-School Education. Resolution No. 3 is:—

“In view of the supreme educational importance of the first years of childhood, provision should be made in every educational system for a type of education suited to the needs of that period. Such education whether given in the home or in special groups should include the formation of desirable physical habits, mental attitudes, and character traits in an environment conducive to freedom, health, and joy of living.”

LADY DELEGATE: Is it in order now to raise the title of this group?

THE CHAIRMAN: What is your suggestion?

THE DELEGATE: The suggestion is that the term “Pre-School” education, although it seems to have been voted in America, is not on this side of the water clear. It is not clear whether you mean permissive school age or compulsory school age. We suggest it should mean compulsory, with a hyphen between compulsory and school.

LADY DELEGATE: As Chairman of the Committee, I should like to say that there was a difference of feeling in the section. I would therefore move that the matter of terminology be referred to the Standing Committee.

THE CHAIRMAN: We had better take that as a separate Resolution later, in view of the fact that the matter was considered by the Committee, and the term was the best they could find.

THE DELEGATE: There was not time to discuss it, and they said this was the best place to discuss it, and empowered me to bring it up in this meeting.

THE CHAIRMAN: I think the delegates would agree that the matter of terminology would absorb far too much of our time. I suggest that the better course is for you to infer that “pre-school” means compulsory pre-school

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education, and we should accept the Resolution sent up by the Committee.

Miss SALLY LUCAS JEAN, New York, moved the acceptance of the Resolution, and the motion was seconded.

A DELEGATE: Can those who are not in affiliated associations function or vote at all?

THE CHAIRMAN: I have not a code of standing orders before me, but I should assume, it being a plenary session, that only those represented on affiliated associations would be entitled to move and second resolutions and to record votes for or against them.

THE DELEGATE: Are we allowed to comment on them?

THE CHAIRMAN: We shall be very glad for you to do so.

Mr ELDER: Those representatives who are not affiliated members have had full voting power in the groups, and I suggest that these rights should be carried to this plenary session. It is only on the question of the Constitution of the World Federation that the other delegates are disallowed from taking part in the discussion altogether. (Applause.)

THE SECRETARY: I agree with the last speaker. I think that should be our procedure to-day. This is a plenary session for all delegates, and the delegate assembly announced for Monday is restricted to those only voted on the Association. I am sorry to differ from the Chair.

THE CHAIRMAN: I have no desire to be autocratic in the matter. My desire is to ascertain the view of the assembly. Is the Secretary's interpretation generally accepted?

This was unanimously agreed to.

The Resolution was adopted unanimously.

THE SECRETARY: The next Resolution is No. 4:—

"That Pre-school Education should be in charge of

persons specially trained for the purpose in both mental and physical ways, and should be carried on, when in special groups, in close co-operation with parents. Public funds should be available for such education, and every encouragement should be given to research in this field."

Miss WHITE, Detroit, moved and Miss MILNE, Glasgow, seconded the acceptance of the Resolution which was carried, none voting against.

THE SECRETARY: Head B. Elementary Education, Resolution No. 5:—

"That the World Federation of Education Associations affirms its belief in the potency of Goodwill Day as a factor in creating and fostering an international understanding among the children of the world, and that it recommends that affiliated associations secure where necessary or desirable national or official sanction for the observance of such a day from their Government and Educational Authorities; and, further, that steps be taken in each country to prepare for the teachers an outline programme as a suggested guide."

Miss HOLBROOK, U.S.A., moved the adoption of the Resolution and this was seconded.

Mr ELDER, Scottish Trades Union Congress: This Resolution has to some extent been debated in the section, and a very close vote was taken upon the provisions of it. I understand from information which the Secretary has been good enough to give me that a further Resolution follows on it. Before this Resolution is adopted, may we have the second Resolution read?

THE SECRETARY: The Resolution is No. 10:—

"The World Federation of Education Associations suggests with reference to Resolution No. 5 that the affiliated associations be asked to report to this Federation upon the most suitable uniform date for Goodwill Day and that upon the basis of these Reports the World

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Federation of Education Associations have authority to select such a date."

The Resolution was carried unanimously.

THE SECRETARY: I will read Resolution No. 6:—

"That the World Federation of Education Associations affirms its belief that geography, history, and training in citizenship should be grouped as social studies and taught not only from a National point of view but also from a modern sociological and International point of view."

Might I say with respect to this Resolution, to the one which has preceded it and to others which follow, that the fact that they occur under the heading "Elementary Education" by no means restricts them to that section, but that all of the Committees will be in possession of all the Resolutions in accordance with the first Resolution and will be able to utilise the findings. It is not intended that this Resolution be restricted to elementary education in any sense, but we have not repeated it in other sections because it has not seemed necessary.

Miss HARDY, New York, moved and Miss CATHERINE BLAKE, New York, seconded the adoption of the Resolution.

Mr LUCAS, Assistant Masters' Association, England: It is very difficult to follow exactly Resolutions that are not before us in print, but if I have gathered correctly the sense of this Resolution—and I only speak upon it because it is distinctly told us that it is to apply to all classes of schools—it appears to indicate that the subjects of history, geography and, I think, civics, are necessarily to be grouped together in any school curriculum. (A voice—No.) I am sorry if that is not so, but it seems to be so. I think that, important as it is that these subjects should receive due consideration in the sense

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desired, it would rather be going beyond the function of this Conference to suggest that they must necessarily be classed together in a school curriculum, and that is the point I wish to make.

THE SECRETARY: The doubt seems to arise from the use of the word "grouped." I think it was the intention of the Committee—I think this escaped the attention of the Committee—that it meant classed. I did not intend in saying that it applied to all Resolutions that it need necessarily apply.

Dr DUNN, U.S.A.: I wish to confirm what the Secretary has said. I am sure that the Committee meant that in training in citizenship, geography and history should be used as civics towards this end internationally as well as nationally.

THE SECRETARY: In view of this explanation from the Committee, I suggest that Mr Lucas should move the substitution of the word "regarded" for the word "grouped."

Mr LUCAS: I do not see how that meets the difficulty I have raised. I have been assured by the remarks of Mr Dunn as to the intention but I have not been re-assured as to the wording. I do suggest that a Committee should really make an attempt to say precisely what they mean.

(At this stage Dr Thomas, the President, entered the hall and took the Chair).

Mr ROBBIE, Edinburgh, moved that the word "regarded" should be substituted for the word "grouped," and this was seconded.

Mr LUCAS: I am for re-writing the Resolution.

(The affirmative of the motion was put and carried).

Mr YUSUF ALI: What is the meaning of "social studies"?

THE CHAIRMAN: That means study in the social side

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of life, individual to individual, a knowledge of human affairs in particular as differentiated from science and mathematics; and history as a social subject as it deals with the development of society; and civics as it deals with society, and geography.

MR YUSUF ALI: My difficulty arises from the fact that there are other social studies in that sense; for instance, sociology.

THE CHAIRMAN: That is true, but I understand the framers of that Resolution merely take into consideration those subjects they were discussing and did not mean to exclude any others. It is moved and seconded that we adopt Resolution No. 6 as amended.

MR STRACHAN, Board of Education, England: May I move a further amendment, that the words "regarded as social studies and" be omitted?

MR CUMMING, Turriff, Scotland, seconded.

A DELEGATE: I support that because it is what is in the minds of all the delegates. It teaches citizenship from an international point of view and not from a parochial point of view.

The mover of the original motion withdrew his motion with the consent of his seconder, and the resolution as amended was adopted.

THE SECRETARY: Resolution No. 7:—

"That the World Federation of Education Associations endorses movements and committees which establish international contacts among school children through correspondence, exchange of school work, and interchange of pupils between countries; and in order to promote the most effective exchange of such materials, the World Federation of Education Associations use its best efforts to secure accommodations in the postal rate."

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Mr EMSLIE, Scotland: I move the deletion of the part that deals with the interchange of school children. I understand this refers to the elementary stage.

THE CHAIRMAN: Yes.

Mr EMSLIE: My reason is that, while I yield to nobody in my desire to see international goodwill I think there are principles at work, and one of these is the principle that the parents are the directly responsible power for the education of the children of tender years, and that this organisation ought not to lend itself to the interchange of children at the elementary school age. (Applause.)

The motion was seconded.

Mr ELDER: I have a further amendment.

A DELEGATE: I think it is absolutely bad to adopt this amendment. I do not think it was the intention of the people who drew up this Resolution that this Federation should interfere in any way with the influence of the parents and their children. It can only have been their intention to say to the parents, "If you want it" and, "If you will allow it we will try and help you to get your child sent to another country," and I do not see any reason at all why the Federation should not be active in that way and try and do as much good as possible.

ANOTHER DELEGATE: I think Mr Emslie is quite right in his motion that this Federation should not in any way lend itself to the divorcing of the children from their parents at that tender age.

THE CHAIRMAN: As I understand, the Resolution follows out the ideas expressed by Dr Duggan last night, that he expects to send his children to France to learn the language.

Mr MARSHALL: Is the purpose of this Resolution not simply and exclusively to secure reduced postal rates?

THE CHAIRMAN; I wish we could send children by mail. (Laughter.)

Dr MARTY, Toronto, Canada: I am partly responsible for the insertion of that clause in this section, and it was based on the experience we have had in Canada. In Canada, as you know, we have two languages, and for some years in one part of Canada we tried to send bodies of our young children aged thirteen and fourteen to another Province where they might learn the French language, and French-speaking children were sent to an English-speaking Province. This interchange of pupils has done a good deal to foster a good feeling between the various parts of Canada. That is the way it works out in our country. We had in our elementary school group an address from a delegate from France who spoke on this very subject. She sent us a recommendation to encourage the interchange of pupils from the workers' standpoint. In France and in other countries under proper supervision children are being allowed to spend perhaps three months in one year in another country, and this has brought about good results and fosters a feeling of understanding. It was on account of some of these experiences that we inserted this clause.

DELEGATE from Hungarian International Student Association, Budapest: We sent children from Hungary to England, and after they had stayed for one or two years they certainly learned the English language, but when they came home they did not know Hungarian, and I do not think it is of any use for children up to twelve years of age learning a foreign language. I am quite sure that the money that this would cost would be a great deal more usefully spent on university students first, who have to pay enormous sums sometimes. For instance, I have to pay quite a considerable sum for entering the territory of England. At the same time, an English student has not to pay when he comes to my

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country. The high school age, from fourteen to eighteen is the best, in my opinion, for the student exchange. Let us do as much as possible and agree on the age of the child at which it is best to be done, and not to do it with children from ten to twelve years.

A LADY DELEGATE: Might I ask if there is any provision made for the interchange of pupils at a later stage? If so, that will clear away a difficulty in the mind of a great many of us. We do not want the interchange at this earlier age, but we want provision for interchange of children at the secondary stage.

THE CHAIRMAN: I presume Dr Marty has not in mind any very young children and did not define the age at which it might be advisable for people to take them abroad to take up their abode in another land for linguistic purposes.

Dr MARTY: May I point out that no age is mentioned here, but that for practical purposes we find that anywhere from twelve on is a very good age to learn to acquire another language, and no children under twelve or thirteen years of age have been sent in our country? We never think of sending children of ten years of age, but if we wait till they are fourteen, fifteen and sixteen, it is more difficult for them to acquire another language.

THE CHAIRMAN: When a child is learning his own language he can learn any language in the world, but if you put it off till later, it is more difficult.

THE SECRETARY: In view of the expressions of opinion and in view of the fact that there is no ensuing resolution which encourages the exchange at the higher age, I would suggest that the test of the opinion of this body be had by a motion to amend by inserting the age at which this body shall decide that such an exchange be profitable, whether it be above the age of twelve years or such other age as you may desire.

Dr DUNN: I think Dr Marty has stated one of the reasons for introducing this phrase in the Resolution. The elementary section did not discuss the question of the exchange of pupils or students to any great extent. We were talking about this International correspondence idea. The Committee who drafted the Resolution wanted to line up with that idea the exchange of students at such time as it was educationally valuable. Since the second part of this Resolution refers to postage, which certainly cannot refer to exchange of pupils—(laughter)—I would suggest that this Resolution omit this reference to the exchange of pupils and that another Resolution be drafted with reference to the exchange of students of pupils at suitable ages with a suggestion of a further study of this matter to discover at what ages and under what conditions that kind of exchange is profitable.

THE CHAIRMAN: That is the purpose of this amendment, and this amendment will carry out that resolution.

Dr MARTY: I should like to move a substitute motion.

A DELEGATE: A point of order. Is there not an amendment before the meeting?

THE CHAIRMAN: There is a motion, but there may be a motion to substitute for that, or there might be an amendment of that. If you will hold your amendment and bring it in as a separate resolution it will simplify matters.

Mr EMSLIE: I wish to point out that there seems to be a considerable difference of opinion as to what an elementary school child is. I hear Delegates speaking about children of twelve and thirteen and fourteen as elementary school children. We in Scotland consider that the elementary school child has ceased his education at twelve.

HUNGARIAN STUDENT DELEGATE: And we, too.

Mr EMSLIE: My motion has solely to do with the

exchange of children at the elementary school stage. I am perfectly in sympathy with proposals to secure suitable exchange of children at suitable ages, but it is at the elementary stage that I consider that above international goodwill, above the learning of languages, comes the responsibility of the parents for the education of the child. (Applause.)

THE CHAIRMAN: The Chair suggests that since there is no conformity or standardisation with regard to terminology in the lower portion of the school work, it would simplify matters to make a special resolution if you wish to make it. I am anxious that whatever action is taken will be reached with a reasonable amount of unanimity, and therefore, it may clarify the situation if we act on this amendment independently.

DR MARTY: I rise on a question of privilege. Would it not mend matters if we say, "Pupils of suitable age," such as the member who has just spoken referred to?

HUNGARIAN STUDENT: I move that this sentence should be included under the heading "Secondary Education," and then I think we solve the question.

MR EMSLIE: A point of order. Might I suggest that you should deal with my motion first?

THE CHAIRMAN: The motion is that that phrase, "interchange of pupils" be omitted.

The motion was agreed to.

THE CHAIRMAN: Now I would suggest it would be in order at any time for any other amendment to come on, or it be referred back to the Resolutions Committee.

HUNGARIAN STUDENT: I have some difficulties as regards that postal rate, the last three words. I am afraid it will be rather impossible that the State should make a special postal rate for those children who are interchanging letters. It is easy to put a dozen letters in one envelope.

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THE CHAIRMAN: The question is now on Article 7 as amended.

Dr MARTY: I should like to make an amendment. I move to amend the resolution as amended by inserting after "school work" "and interchange of pupils of suitable age."

The amendment was seconded.

Mr EMSLIE: A point of order. Is this resolution as now before us exclusively for elementary pupils or for all stages?

THE CHAIRMAN: It is not confined to any particular grade.

Mr EMSLIE: That I am satisfied with.

Mr ROY, Scotland: I think as we are dealing with a resolution under the heading of elementary education that what Mr Emslie has said must be right. If you are wanting to deal with pupils going abroad it is not a matter of chronological age at all that you should take into consideration, but their fitness to profit from some sojourn abroad, and until pupils get into the secondary school, going abroad will not benefit them, and I think that the time for such a resolution to come up would be when we are dealing with resolutions in regard to children of secondary school age and not elementary school age. (Applause.)

Miss CONWAY: There is a little confusion as to the idea of elementary school in this Assembly. Our Scottish friends close their elementary school stage at the age of twelve. Our Canadian and American friends say their age is fourteen. Therefore, the amendment, I think, really meets the point of view. I do not think we should pass a resolution here tying anything of this kind up to a specific type of school. I think that would be a mistake, and therefore I support the amendment.

THE CHAIRMAN: The resolution or the proposed

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amendment does not submit anybody to any particular age, but leaves everybody to make that judgment for himself.

The amendment was unanimously adopted.

Mr RUSSELL: Might it not be as well to incorporate a footnote before the resolutions stating that this is not Scottish or English or American, but in general stating what it covered?

THE CHAIRMAN: It might be cleared up.

The resolution as amended was unanimously approved.

THE SECRETARY: Resolution No. 8 is:—

“That the textbooks for the elementary schools of the world be prepared descriptive of child-life in all lands, and setting forth in brief and simple form the best that each Nation has achieved.”

The elementary section submitted this in the form of “a” textbook. The Committee on Resolutions felt that to standardise too much on a textbook would involve us in all sorts of difficulties and preferred the use of the plural.

Mr WALKER moved and Dr MARTY seconded the adoption of the Resolution.

A LADY DELEGATE: Will there be a corresponding motion in regard to secondary education?

A DELEGATE: The Committee on Resolutions, in order to save the time of this gathering and also in view that we had only between the hour of twelve o'clock and this meeting to have these Resolutions typed, agreed that these Resolutions which apply equally to all ranks of education should be included with the group where they were first transmitted to us, but they are to go to all ranks and are of equal application.

THE SECRETARY: I think the term elementary ought really to come within the motion, if that is desired. I doubt the value, personally, of giving high school students

instruction in child life in other lands. I am afraid they would be bored by it. There is a separate resolution dealing with the teaching of history and emphasising this question of the contribution to human welfare by each country, which applies to students of maturer years, but it does not apply to child life in all lands.

The Resolution was unanimously adopted.

THE SECRETARY: Resolution No 9:—

“That in the view that it is of the utmost importance that teachers of all nations should themselves possess the International outlook, the World Federation recommends the encouragement to this end of such contributing factors as special courses in teacher training institutions and in universities, and strongly recommends to its affiliated associations the promotion of plans for travel and interchange of teachers.”

A Delegate from Philadelphia moved and a New York delegate seconded the adoption of the Resolution.

A DELEGATE: At the moment I am inclined to move an amendment. I cannot make head or tail of the first part of the Resolution.

Resolution read again.

THE DELEGATE: Thank you, it is quite all right. (Laughter.)

ANOTHER DELEGATE: I should like to move the omission of the words “of such contributing factors as.” The Resolution would have the same meaning and be a good deal clearer.

THE SECRETARY: I am sure the members of the Committee will accept this. It makes it clearer.

THE CHAIRMAN: The Chair will rule that of common consent those words be omitted from the Resolution. (Agreed.)

A DELEGATE: The Secondary Section sends in a much more detailed Resolution dealing with the exchange of

teachers. May I ask whether, as the point of exchange of teachers now appears in this Resolution, it will appear in the Secondary Report.

Mr GOLDSTONE: It will not appear in the Secondary Report. It will appear in the Secondary Committee when the Constitution is approved.

A DELEGATE: These words occur "special courses in teacher training." To some that might imply that every teacher had to undergo a course which would tell him the manner in which he himself should be trained.

THE CHAIRMAN: It seems to me that the words teacher training should be dropped and universities or institutions introduced.

Dr MARTY: Might I call attention to the fact that the word "college" has been omitted?

THE CHAIRMAN: I think that will clear it up.

A DELEGATE: Isn't your own word "institutions" the better word?

Mr ROY: I want to explain to you that that would have a narrowing effect in regard to our work of training teachers in Scotland, in regard to what we call refresher courses which we have carried on at Provincial centres and at the Universities, and if this is carried it would mean that these courses would only be possible in Universities and training college centres and would rule out those Provincial centres where a considerable amount of very good work is done.

THE CHAIRMAN: Would it rule them out if you used the word "institutions?"

Dr MARTY: The word "centres" has been suggested as an innocuous word.

THE CHAIRMAN: It seems to me that the word institutions would cover that.

The adoption of the resolution as amended was moved and seconded and unanimously agreed to.

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THE SECRETARY: Resolution No. 10 is in the form of a suggestion which the Committee on Resolutions puts forward because it is an addendum to the proposals of the elementary section as they came before us, and is in view of discussion at the meetings. The Resolution is:—

“The World Federation of Education Associations suggests with reference to Resolution No. 5 that the affiliated Associations be asked to report to this Federation upon the most suitable uniform date for Goodwill Day and that upon the basis of these reports the World Federation of Educational Associations have authority to select such a date.”

The adoption of the Resolution was moved.

THE CHAIRMAN: I am wondering if the Committee considered the date adopted at San Francisco unsuitable.

THE SECRETARY: The date actually was not adopted at San Francisco. There is a statement in the Resolution to which you make reference saying that May 18th is an appropriate date, but it does not say May 18th shall be designated as the official date.

THE CHAIRMAN: It was the intention to set that date as it was the anniversary of the Hague Tribunal, and I want to explain here that there might be some danger. Some countries have passed by their authority that day as the day to observe it, and one of our Executive Board is here with a message that his country has adopted it as a date for peace and goodwill, and he has that document with him to be deposited by him with the League of Nations, and I am wondering if we might not get into some confusion if we accepted another date.

Miss CONWAY: I think those who have fixed the date, May 18th, ignored the fact that we in the British Empire observe May 23rd as Empire Day. Those of us in the British Empire would rather that you did not have May 18th.

A SCOTTISH DELEGATE: In Scotland Empire Day is

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fixed locally. There is an Empire Day held all over Scotland, but the particular day is fixed locally. I think it would be very much better if we departed from that and made a world wide day. I cannot see any reason why all of us should not adopt that date suggested by the folks at San Francisco—namely, the anniversary of the Hague Tribunal, May 18th. (Applause.)

THE CHAIRMAN: I wish to say in this connection that it was not the intention of the San Francisco Conference to make a holiday out of it in any sense of the word, but that exercises should be held in the schools on that date, no matter how short they might be, on which the lessons of friendship should be taught and an attempt made to eliminate the spirit of hatred from child life relative to other countries. I cannot see that it would necessarily interfere with any National holiday or any other day that might be named in any other country.

A DELEGATE: As Chairman of the group which is responsible for this Resolution, I would like to say that the opinion was expressed that it was practically impossible to get a day all over the world. Take the Indian and Burman point of view. The schools in Burma and India, except the hill schools, are closed in May. I merely mention that. It may be sufficiently possible to get a general celebration to make it desirable to get one date observed, but I doubt it. I think if you discover the holidays all over the world, the National and Religious celebrations, you would find it impossible to get one day. Certainly in India it could not be observed in the middle of the hot weather.

Mr GOLDSTONE: The Committee could not ignore the representations made from various quarters as to the inappropriateness of the proposed day, but you observe the Resolution leaves the final authority in the hands of the Executive directly. Representations would therefore be in order if submitted by the respective countries, and

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their difficulties would be bound to be considered by the Board of Directors whenever it is appointed, and while there is final authority with the Board to determine the matter, I think the Resolution might safely be adopted by the Conference.

It was moved and seconded that the Resolution be adopted.

Dr WELINKAR, India, suggested that the word "single" should be substituted for "uniform."

THE SECRETARY: The Committee on Resolutions will accept that.

THE CHAIRMAN: While we can have no authority beyond the affiliated organisations, we are interested in this matter world wide. The idea is that we should get a body of information which would enable us to act independently, and other bodies would come in and want to observe the day, and it might be we would want to know what the conditions are.

THE SECRETARY: The Committee on Resolutions believes that all inquiries should be as broad as possible. In case of any research of this kind every source should be undertaken, but it does seem to the Committee that in our present state of organisation—and I am not speaking with regard to this suggestion only, but other resolutions where we have tried to codify in the interests of directness and definiteness—that we are, after all, a Federation of Education Associations, and we ought to restrict our inquiry to these until these Associations are extended to include the whole world of teachers. Unless we do that we are in danger of having our efforts rendered vain and indefinite.

A DELEGATE: Might I point out that in two years out of every seven May 18th will fall on a Saturday or a Sunday—two days in which the schools in Scotland, at any rate, are not open? I would suggest that the day be within a fortnight on either side of May 18th. That would still leave a connection with May 18th.

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The Resolution was adopted.

THE SECRETARY: Resolution No. 11 comes in under Secondary Education, Head C.:—

“That the World Federation of Education Associations encourage co-operation with affiliated Associations in the promotion of such aids to education as universal biography, visual instruction, and the use of the motion film, particularly when of educational and scientific nature; literature and language study, particularly in the modern field; aesthetics, and training in citizenship, as possessing great potentialities for the development of an international outlook.—*Note*: The detailed statement prepared by the Conference on Secondary Education relative to the above courses is suggested for reference to the appropriate Committee for its use and consideration.”

This statement seems to the Committee on Resolutions too long to incorporate in a Resolution. It would be out of proportion with the others already adopted.

THE CHAIRMAN: That is a model resolution.

Miss WHITE, New York, moved the adoption of the Resolution.

Mr EMSLIE: I move that we pass it by.

A DELEGATE: I second the motion. It is too much of an omnibus resolution.

ANOTHER DELEGATE: These being the days of radio, could we not use a condenser there. (Laughter.)

Mr GOLDSTONE: That is the best the Resolutions Committee could do with what I described earlier as a Resolution of pamphlet order.

THE SECRETARY: This Resolution incorporates not only the pamphlet to which reference has been made by the Chairman of the Committee on Resolutions, but it incorporates also two other suggestions. The members of the Chinese delegation made a particular request that

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reference should be made somewhere to the educational value of the motion picture film when such motion pictures were of an educational and scientific nature, and it seemed that since visual instruction was included in the Resolution by the Committee on Secondary Education, this was the place to put it in. In the same way, in another Resolution reference was made to the value of modern languages, but here reference was made to literature and we added the word "languages" in order to include that as valuable in this connection. The other subjects: "Universal biography," "training in citizenship," and "aesthetics" were in the original Resolutions of the Secondary Education group.

THE CHAIRMAN: We have had exhibited here some very fine educational films. We had one giving in a very efficient way the system of education here in Edinburgh. It is of extreme value, and I think it would be very fine if this film could be taken to other countries and exhibited for the benefit of education, and I want to make arrangements with the Education Authority here in Edinburgh to get the loan, if I can, of the film that I may take it to America and show it to my own people. I do not believe that this body would want to put in a peg and say: "We shall go no further," when we can show each other what we are accomplishing in our own countries. I wish you would consider this very carefully and not make any mistake by being reactionary and possibly by being too progressive, but by counsel together we may make something out of this that will be worth while. The American film is being shown at 6 o'clock in the Synod Hall.

HUNGARIAN STUDENT DELEGATE: May I perform the sorrowful task of admitting I was one who was responsible for introducing a pamphlet resolution? We made a thorough investigation as to every word that should go into the resolution. This vague statement is really the universal wish, only you simply do not know how

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to get it. The intention of the Secondary Education section was to give a definite form as to how it could be done, and I think that, as the Elementary School Education was considered in such detail, the work of the Secondary Schools should be regarded in the same way.

The adoption of the Resolution was moved, seconded and agreed to.

THE SECRETARY: Resolution No. 12:—

“That in view of several Resolutions introduced from the Conference on Secondary Education and other Conferences, the World Federation of Education Associations requests the section on Higher Education to secure preparation of a statement of the ideals that should obtain in history books and in history teaching with a view to the encouragement of fair, impartial and truthful presentation of international intercourse, especially as concerning one's own country, and with a frank admission of shortcomings in the past along with the benefits conferred, positive emphasis always being laid upon services rendered in the cause of human welfare by each country. In proceeding from the history of one's own country to world history, emphasis should be laid upon the progress of the ideal of advance from conflict to conciliation.”

A DELEGATE: Is that a Resolution seriously proposed, or is it a textbook? (Laughter.)

THE CHAIRMAN: It is a Resolution seriously proposed.

THE DELEGATE: We heard a little while ago that the Resolutions Committee decided to cut down a pamphlet and make a resolution of it. It seems to me that this time they have been expanding resolutions which were clear at first into a pamphlet. (Laughter.) There are in the report of the Committee over which I had the honour to preside—the Secondary section—three perfectly clear and definite resolutions, and instead of these resolutions we have this. May I ask why?

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MR GOLDSTONE: Because we found in other groups resolutions dealing with the teaching of history, and it seemed desirable to have a composite resolution. This seemed the appropriate place under Secondary Education, and that is why it is there. (Applause.)

A DELEGATE: I think we ought to protest against the form of this Resolution.

ANOTHER DELEGATE: I think it is very difficult for us to grasp the contents of a resolution, and a comprehensive resolution of that sort. Would it not be possible in view of these long resolutions, if any more are coming forward, to have these printed and we could have them before us on Monday, and we might give them proper consideration?

MR GOLDSTONE: The Committee were faced with a difficult situation. Reports came to them this morning as they were sitting. They have had no opportunity of sitting other than that provided by this morning. They were faced with this contingency, that there is a delegate assembly on Monday and this is the plenary session. They were faced with this further difficulty, that duplicators were not available. They worked, as I think, very hard, and they had the very difficult task of combining resolutions from different sections in order to get as far as they could at the mind of the Conference as a whole and put the expression of the opinion of the Conference in the appropriate section, and that is why it is that this resolution is probably difficult to understand by the Conference because of its length, but I am sorry we had no Roneo duplicators so that we could have run off scores of copies.

THE CHAIRMAN: The printing offices are closed on Saturday afternoon and they could not be printed on Sunday without breaking the Scottish Sabbath. (Laughter.)

A DELEGATE: Might I say that we ought to accept

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the explanation of Mr Goldstone? Let us just remember that we are on the doorstep of this matter and don't let us be hypercritical. (Applause.) If the idea that is in the back of our minds is even faintly suggested, let us be content with that. We are only groping and fumbling and holding out our hands. Let us accept the spirit even though the letter may be somewhat wrong. (Applause.)

THE SECRETARY: There are two things here to be considered. The Committee on Resolutions felt that no one of the statements handed in by the various conferences on the question of history teaching gave as they thought a final statement. They felt very strongly that there should be a statement of the ideals of history teaching which should be in a sentence itself historic and which should come from this body to the teachers of the world, but they do feel that such a statement can only probably be made by a great historian or perhaps by a committee of great historians, and this is presented in the hope that such a statement, a really important definitive and authoritative statement, might be obtained. On the other hand, if the Conference should adjourn without expressing its mind in some measure upon the type of history teaching which should prevail we might be very justly censured by our Association, and so we have endeavoured to incorporate the clauses which we found which seemed to us best at the time.

Mr BELL, Virginia, moved and another Delegate seconded the adoption of the Resolution.

DELEGATE: May I say that in the remarks I made I had no desire whatever to be hypercritical. I realise to the full the difficulties before the drafting Committee, but I also remember that this Resolution is not only for our consumption here but for the public, and I think it is important that the form of our resolutions should be easily understood.

THE CHAIRMAN: Let us have this Resolution read

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again and see if it is not more easily understood by a second reading.

The Secretary read the Resolution again.

A DELEGATE: I beg to move an amendment. I beg to move that this statement be typed and placed on the notice board and that we discuss it on Monday.

THE CHAIRMAN: The Delegate Assembly meets on Monday. I think, however, we ought not to hurry the matter further unless we are satisfied with the result.

A DELEGATE: I was going to suggest leaving out the latter part of that Resolution, because it is the direct work of the Committee you are appointing, and you should end at the word "intercourse."

THE CHAIRMAN: I think the thing that was in the mind of the Committee in framing that portion of the Resolution must have been that our histories are very meagre in their expression of any attempt whatever to bring about conciliation, but are very full in regard to matters of conflict. The histories say very little about the settlement of disputes by arbitration when they ought to be magnified to some extent in our textbooks. That is where we have conciliation where War might have been resorted to. We should place emphasis on arbitration. Take Canada and the United States, where you have a fortification which is an archway of peace. Then you have the borders of Mexico and the work of the League of Nations. Those things must have been in the mind of the person who wrote that portion of the Resolution.

THE SECRETARY: Relative to the fact that this Committee inserted those last sentences, I have before me the Resolutions of the Secondary Education Conference, and those last three sentences are in these Resolutions. There is only one change with respect to this Resolution, and that is the term in the first sentence submitted by the Secondary Education Conference: "That the peculiar services rendered to humanity" was expanded. We felt

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that in portraying history it was not desirable that we should claim the benefits rendered to humanity without some admission as to our shortcomings.

A DELEGATE: If I heard correctly, the preparation of this report is to be made by the department on Higher Education. Would it be wiser to remit this to the Executive Committee of the Federation and have them appoint a Committee?

THE SECRETARY: I am sure the Committee would consent to that. The only suggestion was to have some Committee. If it were left generally to the Federation, that would meet the point.

THE CHAIRMAN: On Monday we have a special Resolution in regard to history teaching, and this might possibly be dealt with in that. It might be serviceable to consider the two together.

A DELEGATE: Might I make a suggestion? I think this resolution is not good enough in this form to stand before the eyes of the world as representing the views of the Federation. The form in which the resolution is expressed is the difficult point. I think it is possible to divide that resolution into several parts. One point after another should come quite clearly and make the impression on the mind. While agreeing with the material in the resolution, we should ask the Committee to give their attention to the form of the resolution in order to make it as clear as possible.

It was moved and seconded and unanimously agreed to that the resolution be remitted back to the Committee for re-writing.

THE CHAIRMAN: We shall ask the Committee to recast that resolution and report again, possibly.

THE SECRETARY: Head D, Higher Education (Universities). There are three resolutions presented, and I ought to explain in advance that the section dealing with Universities did not adopt any resolutions, but merely

passed on to this Committee without comment resolutions submitted by individuals at that Conference. These first three resolutions which the Committee have approved are the suggestion of Professor Patrick Geddes, and they are mere expansions of three resolutions contained in the body of resolutions adopted by this Conference two years ago at San Francisco, making them fuller and more direct. In this case the desire of the maker of the motion was to make them longer rather than shorter. Resolution No. 13 :—

“That Resolution No. 7, 1923, of the World Federation of Education Associations be amended to read—That the World Federation of Education Associations utilise and advance enquiry into Universities in their history, their contemporary developments and possibilities and to investigate the question of the establishment of a World University.”

THE CHAIRMAN : This merely continues the Committee for the investigation that was started two years ago.

The adoption of the resolution was moved, seconded and agreed to.

A DELEGATE : May I ask another question? The Secondary Section sent in some recommendations as to the teaching of science. There have been no recommendations. May I ask whether there is to be no report on the teaching of science as the result of our deliberations?

Mr GOLDSTONE : There is a note attached to Resolution 11 in the following terms :—“The detailed statement prepared by the Conference on Secondary Education relative to and explanatory of the above courses is suggested for reference to the appropriate Committee for its use and consideration.” It was in too great detail, in our opinion, for our discussion here, and therefore we thought it should go to the appropriate Committee, and perhaps for the possible formation of a scheme.

THE DELEGATE : But no course of science is mentioned.

MR GOLDSTONE: The resolutions which preceded just refer to science in general terms.

THE SECRETARY: I am not aware that a resolution was submitted to the Committee. I am afraid it was lost on the way.

THE CHAIRMAN: I suggest that it should be referred to the Committee, and the Committee may make a supplementary report.

THE DELEGATE: May I ask the same question with regard to modern languages?

THE SECRETARY: I can answer that question. We incorporated the term "modern language instruction" in the list of subjects approved as having potentialities for developing the International outlook, and that resolution has already been adopted. We did not think it desirable to have a special resolution on modern languages as well as literature, so the two resolutions are joined.

THE CHAIRMAN: If the Committee wish a resolution on science it should be submitted to the Committee on resolutions.

THE SECRETARY: Resolution No. 14:—

"That Resolution No. 4, 1923, of the World Federation of Education Associations be amended to read—That the World Federation of Education Associations inquire into the inter-relations and increasing unifications of the various fields of knowledge and research and towards the fuller and clearer co-ordination of subject and instruction accordingly, with endeavour to bring about a greater unification of scientific terminology."

It was moved and seconded and agreed that the resolution be adopted.

THE SECRETARY: Resolution No. 15:—

"That Resolution No. 6, 1923, be amended to read—That the World Federation of Education Associations

encourage the establishment of a Universal Library Bureau and to inquire into methods of bibliography and their possible advancements, and that this Bureau might ultimately be connected with a World or International University."

Professor OTLET: I suggest you should substitute for the words "Library Bureau" "Library Offices," because "Library Bureau" has a special sense in America.

THE SECRETARY: I am sure the Committee will accept that wise suggestion.

It was moved, seconded and agreed that the resolution be adopted.

M. DESCLOS: Is it possible to move a motion which would enable the World Federation of Education Associations in all its investigations in regard to University life to work in co-operation with the Committee of Intellectual Co-operation of the League of Nations, which has been doing much of the work which is suggested in these resolutions, particularly in regard to such problems as the equivalence of degrees, of interchange of students, and investigation of the cinema even?

Mr GOLDSTONE: There is a resolution to that effect.

THE SECRETARY: Resolution No. 16:—

"That the recommendations of the National Office of French Universities and Schools be referred for further study, the World Federation of Education Associations affirming its approval of the object which these resolutions are designed to obtain in an easier and more efficient and a more economical interchange of scholars, whether professors or pupils."

The National Office of French Universities and Schools presented to the Conference a detailed and very important statement governing a plan promoting the interchange of teachers and students. Many of its details must necessarily be submitted to University associations throughout the world before they can possibly be accepted. The

difficulty is one of equivalents in University credits for studies in other countries, and we felt that this should be referred for further study while at the same time approving in principle a plan which has as its object a cheaper and more efficient way of promoting interchange.*

The adoption of the resolution was moved, seconded and agreed to.

THE SECRETARY: Head E, International Relationships, Resolution No. 17:—

“This Conference of the World Federation of Education Associations is of opinion that it is the function of teachers to help their pupils to realise that the world is a unity; that nations and people are inter-dependent, economically and otherwise; and that true nationalism is not inconsistent with true internationalism.”

Miss CONWAY moved, and another Delegate seconded the adoption of the resolution, which was agreed to.

THE SECRETARY: Resolution No. 18:—

“That the World Federation of Education Associations co-operate whatever possible with international organisations and other organisations pursuing similar aims.”

The adoption of the resolution was moved, seconded and agreed to.

THE SECRETARY: The remaining resolutions submitted by the section on International Relations dealt either with history and language instruction and have been covered by other resolutions, or with machinery which the Conference is not prepared to go forward with until the Constitution is amended. So we come to Character Education. Resolution No. 19:—

“That the World Federation of Education Associations affirms its belief in the importance of character

*See p. 391.

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training in education and refers the subject of character training hereafter to appropriate Committees for future consideration in all sections of the Federation Conferences."

Mr FAIRCHILD: Such a resolution as that will naturally have its reference to the Executive of the Federation after the new Constitution is arranged for. It seems to me that the highest efficiency in all such problems which run through both elementary, secondary and college sections will be achieved by the Federation by separating into sections according to topic and problem rather than according to Executive division. The elementary school and the secondary school are a division, and there are a dozen topics that run through all those sections. The advice of the character section is that we set up research work on topics rather than on the basis of sections.

THE SECRETARY: The resolutions referred to were perhaps by mistake given to the Committee on Resolutions, and the Committee on Resolutions is opposed to their adoption. The Committee on Resolutions feels very strongly that the most efficient way of developing this Federation will be along the lines of pre-school, elementary, secondary and higher school education, and while it is true that all subjects run through all branches, their methods of application and material of study differ so widely as to make it profitable to maintain the chief arrangement which has run through this Conference. Particularly with respect to character training, they feel this should receive consideration in all these sections, and they are not in favour of a continuance of a separate section in the programme for character training.

Mr FAIRCHILD:—I think the Resolution Committee expresses a view outwith its power. I would enter a protest that the Resolutions Committee are out of order.

Mr GOLDSTONE: The Committee was empowered to substitute on its own authority resolutions if it found that those submitted for their consideration did not in their

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view meet the case. There was one resolution submitted which the Committee particularly were unanimously opposed to. It was one which suggested a small endowment for research work in character with conditions attached. The Committee takes the view that that kind of thing should be repressed at the outset of the formation of our work, that we had far better be free and poor than rich and tied. (Applause.) We saw in the resolution which came to us a suggestion for a line of development to which we were entirely opposed; that was subvention with conditions. We felt that we had the necessary authority conferred upon us to bring up an alternative form of resolution which, in our judgment, would more adequately meet the needs of the case.

THE CHAIRMAN: The Chair will rule that this Committee had authority to present a resolution, either a new draft or a new resolution, but that ought not necessarily to exclude at the proper time the consideration of any resolution which any member of the Federation feels ought to be considered by the body. We do not want to close the gateway to anybody's ideas. We are here to receive ideas. We are here to give everyone a chance, and the question is for this body to determine if they accept this resolution they put themselves on record in regard to this particular point. The body has the right to say what form of resolution shall be passed, but the Resolutions Committee in its editorial work must have the right to re-draft and present or to draft anew as it may seem fit.

THE SECRETARY: The resolution submitted by your Committee on Resolutions makes no reference to the three resolutions which were given to the Committee perhaps by mistake. It is an independent and new resolution which refers to character education, and is so submitted by the Committee.

THE CHAIRMAN: As I understand, the resolutions

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handed to you simply referred the matter of the organisation proposed to the Executive of the Federation.

THE SECRETARY: No, they do not state that they are referred to the Executive Committee, but there is the phrase in them, "Subject to the approval of the Executive Committee." There is nothing in the sheet of paper that was given to us to indicate that was not the type of resolution which was to come here. The heading says "Character: Resolution Committee."

MR FAIRCHILD: It was the desire of the section that those resolutions should go to the Committee. There was no other thought in the minds of the Committee. We found ourselves not in a position to offer resolutions here because there was so much conflict. The whole procedure for character education will have to be worked out in adaptation to the actual school conditions in the various Nations. The Section did not feel it possible to present such resolutions as have been presented by other sections, and passed its resolutions for the Executive Committee after the new constitution has been adopted.

THE SECRETARY: It is precisely because of the chaotic condition of character education that the Committee on Resolutions feel that this subject is not in a position to take this form, that character education should be taken up in every section, and that is where it belongs at the present time. It may be that character education and moral education will deserve a larger and more important place in our programme.

A DELEGATE: Would it not be wiser at this juncture not to press the motion at all?

MR FAIRCHILD: That would please the members of the section very much. They have worked very hard and the section has a lot of good brains, and I think it is wholly improper for the Resolutions Committee to bring in resolutions covering the policy of character education. (Applause.) I move that the resolutions be sent back to the Executive Committee.

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A DELEGATE: I move the previous question in the English form.

MISS CONWAY: I feel that we really ought to explain to this Assembly that one of the resolutions presented by the Character Training Section was a resolution to establish its own Executive Committee, which introduced entirely new policy as far as we could see. No other section had suggested forming its own Executive Committee, and the resolution which the Resolutions Committee adopted seemed to them to be the most general resolution which would be accepted by the members of the Conference generally as expressing our view on character education. Now Mr Fairchild wishes this to go direct to the Executive Committee. Was provision made for that with regard to this section, or is it a new request from the section? It was handed to our Resolutions Committee in the same way as every other resolution was handed, and we thought if we allowed that section to have an Executive Committee of its own we should have to allow other sections to have an Executive Committee of their own, and where are you going to end?

THE CHAIRMAN: I think we all understand that if the previous question is carried we go on to the next section without further discussion of this resolution, and this resolution on character education drops.

The previous question was carried by 50 to 40.

A LADY DELEGATE: Is it not the case that to carry the previous question a majority of two-thirds of those voting is required?

THE CHAIRMAN: The Chair rules that it does not.

A DELEGATE: I wish to ask whether this vote means that the Committee on Character Education now ceases to exist?

THE CHAIRMAN: Oh, no. There is no Committee on Character Education of the main body. There perhaps was a Committee on Character Education of the character

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education unit. That unit governed its own Committee, and it probably went out of existence unless it desired to act further.

A DELEGATE: The World Federation is now in the position of publishing its resolutions without reference whatsoever to character education, a most deplorable situation.

Dr MARTY: Is it now in order to make another motion on character education?

A DELEGATE: A point of order. In no assembly at which I have been present has a vote of less than a two-thirds majority for a previous question been able to prevail.

THE SECRETARY: I think it ought to be said, as I happen to be the Chairman of a Faculty in America, that our practice with regard to the previous question is entirely different. Only a majority vote is required. I think this body ought to know that fact. We ought to adopt our rules at this time in case the question comes up.

A DELEGATE: I happen to be a Chairman of several bodies, and the British order is different from America. I suggest we do not tie ourselves in red tape, but we put the question for or against. I think it would be a calamity if a report was issued to the world, epoch-making as it is, and it made no reference to character, upon which everything else is based. (Applause.)

THE CHAIRMAN: The Chair sees no objection to permitting a two-thirds vote on this motion, inasmuch as we do not want to place any block in the way of the will of this body. It does not mean the passage of the previous question, which would probably defer any further action on this matter. If it is the common consent of the body, we will put the motion again on the basis of a two-thirds vote.

DELEGATE: In those circumstances, I would crave your indulgence to give you in three sentences my reasons for

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moving the previous question. I belong to the London Teachers' Association, which is a constituent member of the Association. We have the disadvantage of not being able to see these resolutions in print. I listened carefully to the motion, and I was inclined to think that many of those whom I represent here working in Church of England and Catholic Schools in the southern part of the Island might be extremely critical of the terms of that motion, and I simply from that point of view desired to preserve the solidarity of that Assembly in hoping the consideration of this very important question from the point of view of religious education might be deferred to an occasion when the thing might be examined more carefully, not in the spirit of hostility to character education or the Resolutions Committee, but simply in a desire to promote the solidarity of this organisation, which must contain many representative people interested in religious education.

Dr MARTY: I agree with the preceding speakers that it would be very deplorable if this Assembly should not make some statement affirming its belief in character education, and I beg to make this motion:—

“That the World Federation of Education Associations affirms its belief in the importance of character training in education, and that it refers the subject of character training hereafter to appropriate Committees for future consideration in all sections of the Federation Conferences.”

Miss WHITE, New York, seconded.

DELEGATE: I am quite prepared with the consent of those who supported me to withdraw the previous question in favour of that simpler and more general motion. (Applause.)

THE CHAIRMAN: The Chair will state that because we failed to adopt one resolution does not in any sense keep any other resolution on the same subject from coming in.

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By the withdrawal of that motion, it will perhaps clear the situation, and we will consider the resolution from the floor.

The motion was unanimously adopted.

THE SECRETARY: The next section is that of Health Education. Here again there was a procedure different from other sections. The Health Education Section seemed in the most complete agreement perhaps of any section in being able to proceed with a carefully phrased and very detailed statement of exact methods and means. In the opinion of the Committee on Resolutions, they did not feel qualified to pass them, as their health experts were not represented there. They therefore recommend this resolution:—

“That the World Federation of Education Associations refer to an appropriate Committee the detailed recommendations of the Conference on health education with instructions to carry forward, in co-operation with the affiliated Associations, the steps recommended so far as these may be approved by competent authority. The World Federation of Education Associations affirms its sense of the importance of the plan presented and its belief that health education is the fundamental basis of all successful education.”

The adoption of the resolution was moved, seconded, and agreed to.

THE SECRETARY: Teacher Training, Resolution No. 21:—

“That the World Federation of Education Associations gather and collate information upon the systems of training of teachers in the countries represented by Delegates to the Conference of 1925, and that such information be made available to all who desire it, special attention being given to ascertain the steps taken to secure the fitness of entrants to the profession.”

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The adoption of the resolution was moved, seconded and agreed to.

THE SECRETARY: Since we have been in session the Conference upon illiteracy has submitted its recommendations. The Committee has had no time to meet, and there has been an informal conference of members of this Committee. They are of opinion that its recommendations are not in form to be presented to this Conference, and the Committee on Resolutions recommends that this matter be referred to an appropriate Committee for further consideration.

A DELEGATE: May I ask a question? The Secondary Education part of the Conference submitted a suggestion which has not yet come up in any form with regard to the publication of a Journal. Am I in order now in mentioning it?

THE CHAIRMAN: We will just finish up the resolutions.

It was moved and seconded that the resolutions on illiteracy be referred to the appropriate Committee, and this was agreed to.

A DELEGATE: It would seem to me that the Assembly should not miss this opportunity of expressing its opinion upon the movement for the outlawry of war and treaty action between the Nations of the world. If the Federation could affirm its belief in that action, in view of the widespread interest being taken in the conscription of wealth as well as human life, an action of that kind should be taken.

THE CHAIRMAN: The Chair would like to state that any person who has a resolution should write out that resolution and present it to the Resolutions Committee for consideration, and it will be brought in at the meeting on Monday.

A DELEGATE: The Secondary Education Section suggested the possibility of a Journal, either monthly or quarterly, which might give us information as to the

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activities which were going on and help us to preserve the atmosphere of goodwill which this great Conference has inaugurated.

THE CHAIRMAN: I believe there is to be a print of the Proceedings, and that will be sent to participants in the Conference. The Executive Committee would like in due season to present a publication such as you suggest.

DELEGATE: I now formally move that this meeting recommend to the Executive Committee the serious consideration of the possibility of publishing a monthly or quarterly publication for the information of teachers.

The motion was seconded.

THE SECRETARY: May I say on behalf of the Committee on Resolutions that we did not receive any such recommendation. Again there must have been a slip in the presentation of it.

HUNGARIAN STUDENT DELEGATE: It was not put in because the Chairman of the Secondary Education Section told us it should be made here in the Plenary Session.

The motion was unanimously adopted.

A DELEGATE: We should like to know whether at Monday morning's meeting all Delegates are invited to be present or whether it is restricted to Delegates of affiliated Associations. Seeing that on Monday last all Delegates were present, we should like members of non-affiliated Associations to vote.

THE CHAIRMAN: The Chair will state that all persons interested may attend that Delegate meeting, but that meeting is set specially for the members who are here directly representing affiliated bodies, since it means voting on constitutional matters. We have invited everyone interested into our sessions, but the persons who come here directly represent those who have applied for membership and they have been admitted and paid their dues, and they are the ones who should shape the policy. I think you will all agree it is perfectly fair that the membership of the organisation should have the direct vote in that matter.

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Friday Evening, 24th July.

Address by A. YUSUF ALI, Representative of the
International Moral Education Congress.

MR YUSUF ALI: I wish to speak in three capacities. In the first place, if I may, I wish to pay a personal tribute to all that I learnt from Scottish teachers in India in my early years. Through literature and history I learned to admire the beauty, the energy and the intellectual and educational activity of Scotland. I thus expected much from Scotland, and in my personal visits I have not been disappointed. I had not to smash an image and say, "Is this Yarrow?" At this particular visit I have seen more of the educational side of Scotland than I had done before. I feel that Edinburgh is just the beautiful, historic, and enthusiastic place suited for the first biennial Conference of the Federation.

Speaking in my capacity as representative of the International Moral Education Congress, I wish to convey a message of goodwill and an assurance that the Executive Council which has sent me will receive with the warmest interest my report of your courtesy, cordiality, and earnest work during this week. Of the aims and purposes of the Congress I have already spoken elsewhere. Here I would only say that we try to investigate the various moral factors that underlie both the purpose and content of education. With that object we seek to review the different methods of presenting history, art, ethics, education and even politics; for we believe that a high moral purpose is inseparable from every beneficent activity of mankind.

I wish to add a few words in my capacity as an Indian.

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In this international gathering many nations and many modes of thought are represented. But there is a feeling of fellowship and brotherhood that should stimulate our endeavours towards the goal of complete international understanding. No man can divest himself of his nationality. I am an Indian and proud of the fact. Reference has already been made to the intense national spirit that is stirring all over the East. In some quarters it is almost assumed that internationalism is the goal of human destiny. In India we are better able to hold a balance between nationalism and internationalism. The very diversity of conditions in our great country and amongst its vast population should make our nationalism itself partake of the character of internationalism. If we could successfully solve the many intricate problems of our own public life in its widest sphere, we should be very near a true understanding of the international spirit. But there is an internationalism that is apt to evaporate into mists and vague dreams. Such an attitude would blur the definition of insistent national needs, just as a too narrow interpretation of nationalism might pull against the stream of human progress. I believe that in our organisations we must aim at national methods, because we can test them by our actual daily experience, and judge of the men and women with whom we have to act, by daily contact and intercourse with them. It is only in that way that any effective system can be built up. The great post-war need is to grapple with questions at their very source. It is a good rule to organise nationally, but we must also make national institutions converge and look forward to a catholic international spirit. (Applause.)

Address by Dr GEORGE KERSCHENSTEINER, Munich.

Dr KERSCHENSTEINER: Mr George C. Pringle has invited me to speak this evening. It is not an easy task for me, because not only am I German, and therefore I have some difficulty in expressing my thoughts in English,

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but again I am not quite sure what picture you hold in your mind of what a German is. There may be a nice one, but also perhaps an ugly one!

Eighteen years ago, when I was invited to give lectures in Edinburgh, Glasgow, Dundee, and Aberdeen, about the educational work I have done in Germany, and especially in Munich, with regard to Continuation Schools, I was very pleased at the kind reception I met with everywhere. I did not attribute it to my own merits, but rather to those of my beloved country.

I am convinced you will understand this feeling, and in grateful remembrance of that occasion, I am very pleased to have an opportunity of addressing you. But I am not only a German, I am also a Bavarian.

When I was a member of the German Parliament, one of my friends, who was also a member, asked me one day: "Do you know what a Bavarian is?" His opinion was that he is only a transition from a lower creation to a man! I answered: "At least it is always progressive to be in a state of transition to a higher stage."

Now, yesterday a very learned man from Massachusetts told me that an American is also "a transition." He gave me this definition: "An American is a mixture of optimism and adolescence." Surely "Optimism" is *not* "a transition"! An educationalist, for instance, without everlasting optimism would be a mistake. But "adolescence" is a transition. Therefore, if the definition is true, and my friend is right, then both the American and the Bavarian are in the same boat.

Now let me say, we are *all* in a state of transition. Everyone has to begin as a baby, then pass on to the state of unreasoning childhood; and then, sometimes, to that further state of a reasoning being. To this, however, there are exceptions; some do not go very far on this latter road; some, however, become monsters of intellect (here, let me say, I mean men in whom Reason has been

developed, while the emotional side of their nature has aborted. Many criminals come under this category.): and there *are* many such, but these I do not appreciate highly. I have always taught thus in my lectures on Character Building: "Do not grow so rich in mind that you become poor in heart." I think that everyone has to struggle his whole life long towards higher ideals.

What we educators have to do as far as possible, is to make the transition a success, not only with the individual, but also with the aggregate of individuals, namely, the nation.

As communication facilities increase, the earth grows steadily smaller. Perhaps a future comes when one will take his breakfast in Edinburgh, his lunch in San Francisco, his afternoon tea at Pekin, and his dinner again in the Waverley Station Hotel, or on the top of Arthur's Seat. We do not know how traffic, commerce and communication facilities may still bring the peoples of the earth at least externally together, but the great task is how to bring them together internally. Hundreds or thousands of people may be brought together in one building, and yet there may not be the slightest understanding between them.

In the developmental history of mankind, there surely must still be a beautiful transitional stage-to-come, when all nations will seek to realise the ideal of that *internal* unity, which is the sympathetic understanding, of which I speak.

What our World Conference has to do is to spread over the earth the old Gospel of Brotherhood among all bearing the face of man, and to destroy the fancies and the lies which inculcate that their own nation is composed of angels, while all others are composed more or less of devils; but this work cannot be accomplished by words; it must be carried out by deeds.

While our ears are filled with sounds like peace,

goodwill, truth, righteousness, and so on, we swim in a sea of emotionalism, but when the celestial music has ceased, we sit down and take our substantial dinner and flatter ourselves that we *alone* are beautiful examples of mankind. No! we do not need to go to the World Conference in order to hear some very fine truisms, and be enthusiastic for a day or so in the cause of that internal unity, educational or otherwise, which is the Brotherhood of Man, but rather *do* good work, everyone in his own place; and we must work slowly and carefully towards this ideal, by moulding the child, and by re-organising our educational system on the lines we indicate.

I would prefer the old Puritan system of education, and the old scholastic thought-training, rather than some of the new "soup-kitchen" or spoon-feeding methods recommended by some modern reformers.

With regard to this, I agree with the late Lord Russell, who was Chancellor of Great Britain about 50 years ago. He suffered very badly with gout. His physician urged him to give up the strong port-wine to which he was accustomed. A good friend of his, a French Marquis, sympathising about the ordered abstinence, sent him a barrel of an almost non-alcoholic port, writing at the same time that he would be very pleased if its contents smoothed the break with the old habit. Lord Russell wrote back presently:—"Many, many thanks for your kindness. You are a very good friend. Yesterday I tasted the wine. I am sorry but I prefer the gout."

Now in spite of being known as a Reformer in Germany, and in many other countries, and of sometimes being bitterly attacked when I realised my pedagogical ideals, I too would prefer "the gout" of some old pedagogical system, rather than some of the new ones that strengthen neither the intelligence nor the will of the child, and only raise sentimental feelings which fail to express themselves in right action.

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I have devoted my whole long life to education, and I still do so. All my experience shows me that there is *no* education which does not invite the development of the will in the growing child, and lead it to express that will in right thinking and doing. But, there is also *no* education which does not plant high ideals of justice, truth and goodwill in the soul of youth. These ideals, however, must be rooted in deeds, or they will merely end in dim and nebulous feelings.

The pedagogical Congress has obtained its objects, if we go away with the will to do something in the spirit which animated its original conception.

Address by ALI OMAR BEY, Egypt.

ALI OMAR BEY: I feel it a great honour to be enabled to address you upon such an important subject as the promotion of universal brotherhood and ultimate universal peace through education. My Egyptian colleagues and myself, representing Education in Egypt, feel the greatest honour and pleasure in attending the meetings of the Federation now assembled in the city of Edinburgh, and actuated with the highest motives that can ever actuate international endeavour. Delegates from the whole of the civilised world meet here to-day to foster universal understanding and the high ideals of brotherhood and general goodwill. Egypt can wish for no nobler ideals, and the highest aspiration that moves the hearts of her people and of her magnanimous and democratic King is, we hope, to be of help in securing this great need of humanity. We cannot pretend to be a people of great armaments and huge dreadnoughts, but we believe that in order to establish world peace, the spirit of brotherhood must be thoroughly inculcated in all nations, big and small. Our presence here is an expression of our wholehearted enthusiasm for this great cause as a peaceful people, a progressive people who would labour still more zealously for the advancement of world fraternity and peace.

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This enthusiasm is all the greater inasmuch as Egypt is starting a new era in her life; and her greatest wish is that she may be a real factor in the advancement of civilisation and harmonious international co-operation. For this object she hopes for and needs the sympathy, goodwill and assistance of all the civilised world.

We venture to think that the relations between the various nations should be based on principles more worthy of mankind. The conduct of nation towards nation should not be less human than that of man towards man. Just as Law Courts, by the exercise of reason, adjudicate the rights of individuals, so the rights of nations should be adjudicated in a similar manner. Just as the younger or weaker member of a family is often the object of special care, so should the younger or weaker member of the brotherhood of nations be the object of special care and assistance. However, it must be admitted that all efforts will be of little avail unless the principles underlying these ideals are applied in the lives of nations, or in the words of Von Humbolt, "Whatever we wish to introduce into the life of a nation, must be first introduced in its schools." So it is, Ladies and Gentlemen, that we believe that the efforts made by this Federation are the most important, and the most effectual that can be made for the ultimate attainment of this noble object.

As to the best methods of introducing these ideals into the schools, I am of opinion that, first and foremost, such ideals must be thoroughly believed by the teachers themselves. They would then be transmitted from teachers to pupils, just as naturally as water runs from a high level to a low level. To gain this end there is need, of course, for modifications and improvements in the methods of teaching certain subjects in the training colleges; for the publication and circulation of appropriate literature; for the delivery of lectures; for the provision of facilities for teachers to visit other countries;

and for the organisation of international conferences. In this way teachers will gain a real living insight into the civilisation, customs and habits of other nations. They are further afforded opportunities for friendly intercourse and mutual understanding, and thus they are finally placed in a far better position to impart world knowledge, and to inspire a real spirit of brotherhood.

As regards pupils, the first thing we should insist on is a thorough and sound moral training based on the golden rule of "Do unto others as you would that they should do unto you."

There are many modifications and additions, that, if made in the systems of education, would, in our opinion, tend to foster the spirit of real fellowship among pupils of different nationalities. The wide view of humanity should prevail in all school subjects and school life. Of the subjects taught, Reading, Composition, History and Geography are all subjects which lend themselves most to this adaptation. Reading books should contain information about different countries, different peoples and their occupations with the object of impressing upon the pupils the inevitable interdependence of the various nations and imbuing them with a spirit of sympathy towards other nationalities and respect or compassion for civilisations and habits other than their own.

Further, pupils should always be made conversant, by means of conversation lessons, lectures, school newspapers and magazines, etc., with happenings in other parts of the world. This is more specially essential in the case of foreign national distress or catastrophe, when the sympathy of the pupils should be solicited, and their aid called for in whatever manner or degree this is possible.

Again we must not overlook the benefits of travel for students. Travel in foreign countries should be encouraged to the widest possible extent as it is bound

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to bring the ideas of people into closer agreement, to dispel differences, to promulgate mutual understanding, and to widen sympathies.

Still more important is the inter-relation of universities. Each country should make facilities for the admission of foreign students. Every effort should be made to encourage the interchange of university missions, as nothing can bring the ideas of people nearer together, and create mutual understanding better than the meeting together of young men, and their participation in the same learning and culture.

I should also like to refer to the importance of the Boy Scouts and Girl Guide movement. From our point of view the importance of this movement is twofold. First, comes the thorough moral and physical training it affords, and the high principles of humanitarianism, self-denial, usefulness, and citizenship it develops; secondly, the oneness of its methods and rules all over the world and its international character. Each body of scouts regards itself as a brother of all other bodies of scouts, and considers it its duty to get to know them by correspondence or visits: in short, to be friends with them. These are the right principles for our purpose and, if carefully nurtured, will be of the greatest service to our cause. In this connection it may be of interest to inform you that happily His Egyptian Majesty King Fuad I. has been the patron of the Boy Scout Movement in Egypt, and its success is largely due to His Majesty's influence.

In brief it is essential that every nation should be familiar with the culture and civilisation of the others in a spirit of sympathy and respect. Nothing can be more effective in the attainment of this objective than practical personal experience obtained through some of the means that I have suggested. Take the example of Egypt in its relations with foreigners as illustrating on

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a small scale how much good can be done by such practical experience. Foreign nations have opened schools each primarily for its own subjects. Pupils of other nationalities have attended these schools without discrimination. Egyptians have availed themselves of the education these schools afforded and attended them on equal terms and on an equal footing with their foreign school mates. This friendly intercourse in school from an early age created a feeling of personal friendship irrespective of nationality or any other distinction. Egyptian schools employ foreign teachers who have thus been enabled to bring their own national culture into Egypt and to study Egyptian character and culture closely, and at first hand. Egyptian students out of confidence in the foreigners who have taken part in their education travelled to foreign countries to complete that education. The natural consequence was produced. Egyptians and foreigners in Egypt live together in friendship and amity. This sentiment has penetrated even to the farthest recesses of the country, where foreigners can travel and live and work without fear or suspicion. These feelings the Egyptians express in this generous motto they have adopted. "Freedom at home, hospitality towards all."

A trip to Egypt, Ladies and Gentlemen, where you would be very welcome, would show you a model of how goodwill sends its roots to the hearts of foreigners in Egypt and Egyptians alike. There is, however, a little drawback which I should not omit to mention. This drawback is that some foreign schools in Egypt have been opened with a religious aim. If these schools had been opened purely for the purposes of education without any religious tinge, the result would have been more general and far-reaching.

In conclusion, allow me, Ladies and Gentlemen, to lay before you the following proposals:—

- (1) That each country should provide facilities for

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the admission of foreign students, and that every effort should be made to encourage the interchange of university missions, university professors, and university publications.

(2) That special committees be appointed to confer and report on the modifications and improvements in the methods of teaching the various subjects, especially in the Training Colleges, together with the publication of suitable literature and the delivery of appropriate lectures.

(3) That travel in foreign countries should be organised for both teachers and students alike, and that facilities be made by such foreign countries to render these travels as conducive as possible to the promotion of the objects of the Federation.

(4) Educational institutions in foreign countries should, as far as possible, avoid having any denominational aspect.

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Saturday, 26th July.

Who shall Mould the Mind of America?

Address by WILLIAM F. RUSSELL, Ph.D., U.S.A.

Dr RUSSELL: It is exceedingly difficult to discuss education in the United States. There are forty-eight systems of education, each differing from the others; and often the educational system of a given state is so loosely organised as within itself to present many instances of dissimilarity. Almost our only uniform characteristic is diversity. Our practice is varied; our opinions conflicting; and our theories at variance. It is not the purpose of the speaker this evening to extol American educational achievement; nor is it to picture our virtues or defects. It is his aim to present for your consideration a problem that is giving us much cause for thought and to ask your counsel and advice. What is said is neither the estimate of an association, a delegation nor an institution. It is merely the view of an individual of a problem which to him seems of the utmost importance.

It was the custom of Sir Arthur Conan Doyle in introducing a Sherlock Holmes story to relate a brilliant feat of mind upon a trivial subject the better to enlist the interest and attention of his reader to the famous detective. Occasionally he would vary his procedure by having Mr Holmes take from his treasure chest an old packet, which being opened would at once cause Dr Watson to ask how or why such divergent articles as a Malay spear, a sailor's pipe, a mysterious message and a personal notice in the *Times* could at one and the same time refer to the same case. So we shall proceed with this address. In the course of its brief compass, there will be mentioned prohibition in America, agrarian reforms in country "X," the Oregon decision, the new programme of studies in country "Y"; the elimination of radical teachers in country "Z" and the trial at Dayton, Tennessee, commonly known as Monkeyville. How do these all refer to one problem?

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Long before the days of the American revolution, when the American colonies were still part of the Empire, education had been established in a quite general form, varying from section to section in accord with the national origin, religion, governmental habits and customs of the inhabitants. With certain exceptions (and the student of American education may take proper exception to most of these remarks) education was a private matter. The parents and the church would decide who was to be taught, what was to be taught and who was to teach it.

As time went on, there was a gradual change from a system of private schools to a system of schools supported by all the people and open alike to the children of all the people. There was no uniform movement. Some states led; some states followed. But it was not a national system. In some respects it was not even a state system. The education of the children in the United States four score years ago was determined and controlled by small education committees having jurisdiction over one school or a small number of schools elected by and responsible to the citizens of the small community in which the particular school was located and by whom in large measure it was supported. This committee built the school; it chose the teacher; it said what was to be taught; it determined the length of term; it handled the expenditure and income.

Bit by bit, more rapidly in some states, more slowly in others, there has been a steady trend towards state control. Partly by means of grants-in-aid with conditions attached, partly in response to the power of approval and partly in response to the superior insight of state superintendents like Horace Mann and Henry Barnard the states began to exercise the power over schools that legally rested in their legislatures. Laws were passed; rules laid down; central offices established. Until to-day while there is still considerable power in the local unit, most of the states exercise a considerable amount

of control over who shall teach, where one shall teach, what materials shall be used to assist teaching, who shall be taught and how long, and how he shall be compelled or enticed to be taught. But only in recent years has there been much attention paid by state authorities to *what shall be taught*.

Dr J. K. Flanders recently completed a study of the constitutions and statutes of the forty-eight states at three periods, 1904, 1914, and 1924, inquiring as to the extent of the control exercised by state legislatures and constitutional conventions over the subjects of instruction. In 1904 there were relatively few state prescriptions. It was customary to find a statement that an elementary school was to teach reading, writing, spelling, arithmetic, history and other subjects of the common branches. There was usually no further definition; no statement of particular interpretation or method; the state superintendent was usually given power to interpret or enforce. There were, however, two prescriptions that were fairly common, although they were by no means universal. In general the constitution of the state or the statutes forbade the teaching of sectarian religion; and it was common to require the teaching of the deleterious effects of alcohol. In a private school a person could teach what he pleased. He needs must comply with the formal minimum. He could expect no aid from state funds.

This prohibition of the teaching of religion and this religion of the teaching of prohibition represent two principles of curriculum control, which had been established in the United States. The one may be called the principle of dealing with subject matter which is highly controversial; the other the principle of dealing with subject matter upon which there is an aroused public moral opinion. Sectarian religious teachings were considered a violation of the principle of religious liberty guaranteed in our national constitution; but it only became acute in connection with the schools as the religious sects

in a community became diverse. So long as there was a predominant or exclusive sect as in Massachusetts in the early days, sectarian religious teaching was allowed. When many sects were represented in a community, it suited the people better to have no religion taught in the public school at all, than to have teaching that would be distasteful to the parents of the majority of the children. Thus we find the principle early in operation of excluding from the curriculum that upon which we seriously disagree.

The teaching of the deleterious effects of alcohol came from sentiment aroused by the Women's Christian Temperance Union and other groups which in an organised way carried on propaganda against intemperance in all parts of our land. Lecturers went about; publications were issued; illustrations of the evil effects of the unrestricted use of spirits were on every hand; and a genuine abhorrence was aroused among the people in many parts of our land. There are many jokes about prohibition to-day; there are all sorts of stories going about; it is fashionable to take a humorous attitude toward it; it may be that the particular radical correction that we tried is not the best solution; but the fact remains that the people of the United States were thoroughly sick and tired of suffering for any longer time, the degeneration and decay that came from unrestricted use of alcohol. This feeling has long been felt in America and this aroused public sentiment was carried over to our law makers, first to compel the teaching of the evils of alcohol in the schools. The members of our legislatures were bombarded with petitions; pressure was brought to bear upon them by their constituents, and they complied with the apparently innocuous request that this be taught in the schools rather than to face more embarrassing opposition at home. As a result, in school the youth of America was taught the evil of alcohol. Who can estimate the influence of this in our recent legislation?

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This was the situation in 1904. The next decade revealed greater activity and the World War stimulated legislation at a highly accelerated rate. There were more than eight times as many laws dealing with what shall be taught or what shall not be taught in 1924 as there were twenty years before. The principle of response to an aroused public moral opinion operated to introduce several requirements. The presence of foreign speaking communities and foreign speaking schools brought state-wide resentment, and we find laws compelling the use of English as the medium of instruction. The shocking illiteracy statistics revealed by the soldiers called for compulsory service resulted in adult education. The ignorance of the ideals and government of our own land brought compulsory study of American history, American ideals, the American constitution and other subjects commonly embraced in the term, "Americanisation." Fire protection, safety, first aid and kindness to animals, and conservation and thrift all were occasionally prescribed, and from the same motive and on the same principle. Oregon became so aroused that by initiative and referendum it enacted a statute compelling each child to receive his fundamental education in a public school, that all might be subject to the same influence and all pass through a common gateway. This was adjudged unconstitutional by the Supreme Court of the United States as a violation of the provisions respecting religious liberty and private property. The second principle, the elimination of the controversial, was also applied in a variety of ways. One reason for our late entrance into the war was the divided nature of our country. We had a large German population. We had settlements of foreign people, sometimes in distinctly foreign areas. German was taught, and with it on occasions, German ideals, traditions and propaganda. Here was a subject of controversy. German was eliminated from the schools in certain states. Because of the danger of teaching not

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only a foreign language, but with it foreign ideals, foreign languages were often prohibited in the elementary schools, that is up to the age of fourteen. In a number of our Southern states, where the population contains the purest Anglo-Saxon blood that we have, where the old ideals are most alive, where the old religion is most completely held in the most literal way, we have lately beheld a most violent controversy, the literal biblical *versus* the Darwinian theories as to the evolution of man.

The United States laughs; the whole world is amused. Yet in truth it is only a common principle of curriculum construction reduced to the absurd. The Tennessee legislature met. It said, "What is all this ado? Evidently you do not agree. You are seriously divided. I am not interested in the merits of the argument. But it is not fair in schools supported by all for the benefit of all to teach that which will be obnoxious to a significant part of the people, possibly in the majority. Very well, we shall eliminate it from the public schools. If you don't like it, send your child to a private school." It is the same principle that has been applied over and over again.

So to summarise, in the United States we have tried two types of curriculum control, local control and state control. The local has been prescription by a small committee elected from the locality to manage the schools. Often the members know little of the problems of education; too often they are relatively untrained. Too often they are incompetent either to select teachers, textbook and materials or so lacking in training as to be unable properly to interpret the thought of the day. On the other hand there is the genuine advantage that comes from the personal responsibilities assumed for the children of neighbours and usually there is a willingness to rely on the judgment of people who combine knowledge and a disinterested point of view. But the ignorance, the lack

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of purpose, the divergence and the swaying to the winds of local popular opinion incline many of us in the United States to seek for some other solution.

Control by state legislative authorities seems also to be manifestly unwise. If control of the curriculum is to follow each wave of aroused moral sentiment, the minds of the children will be moulded to each passing fancy. If, on the other hand, each controversial question is to be removed from the curriculum, what will be the future of the teaching of history, of economics, of civics, of health and hygiene and a myriad of other subjects? Possibly our curriculum will eventuate in a study of mathematics, ancient languages and archaeology.

Shall we introduce control of the curriculum by a nation-wide authority or a minister of education? Many of us in the United States have long viewed with admiration the effective system of schools that accompanies complete centralisation of authority. In our land we struggle, we bring pressure on local authorities, we try to convince state boards of education, we argue with legislatures, and after long periods of constant effort, a small reform is effected. In these other countries, the Minister and his advisers only need to be convinced and with a stroke of the pen the change is accomplished. There are few problems of rich and poor parts of the country. The financial burden is equalised. What a happy day would it be for our own country if we could only emulate this great administrative principle and incorporate it within ourselves! So we have gone abroad into other lands to see the working of this system in many lands and have learned to know and appreciate it.

But there have been some developments in recent years that have given us pause. In one country of Europe where the educational system had been growing and improving, where Minister of Education succeeded Minister of Education as the governments changed, where slight changes were made now and then by the essential

principles followed, we suddenly saw a sharp change when a radical government of a partisan group was suddenly introduced. The new minister of education held himself responsible, not to educational advisers, but to party advisers. He discharged teachers of opposing convictions. He altered the course of study. He printed his picture in the textbooks, together with those of other contemporary partisan leaders. He introduced the teaching of the principles of his own political party as the only friend of the child. He instituted the teaching of subjects calculated to prepare people for the kind of society which his party was trying to introduce. Remember this was not one subject; it was all subjects. It was not one teacher in Dayton, Tennessee, it was all teachers; it was not one-forty-eighth of a nation, it was all the nation from north to south and east to west. Nor did the world laugh! Those of us who watched it, believed that the changes in the main were good. They should have been accomplished long ago. But the principle was terrifying. What might not the next more radical party try to accomplish? Will there be a change of curriculum and textbooks every time a new political party comes to power? Is not that country entrusting to the successive waves of current political opinion the minds of the children, the next generation?

Nor have we seen this in only one country. A careful study of developments in several countries of Europe and Asia where there is an all-powerful Ministry of Education with authority over the schools shows teachers dismissed, partisan politics not only in the management of the schools, but, far more important, partisan politics intentionally using *what we teach* for a partisan end.

The speaker wishes to make clear that he speaks as an individual, that he represents the opinion of no delegation nor of any association. This analysis of this evil effect of centralisation applies only so far as curriculum, methods and teacher training are concerned, the

internal administration of schools. Centralisation of the external features, finances, buildings, terms, equipment, pensions, health service and the like seem to develop in admirable fashion in these centralised countries.

Now we have no adequate solution. National control of the mind of the child seems too dangerous and important a function to entrust to a national body subject to political influence. State control of the mind of the child by political bodies has reduced itself to an absurdity. Local control without guidance seems weak and ineffective. Yet if the speaker were to have his choice, he would vote for local control every time.

How will the solution be achieved? Here and there possible hopes of final solution are beginning to appear.

The development of the science of education as distinct from an art holds out some hope. We are groping in the dark. We are peering about. But a few methods have been devised and a few instruments have been invented, whereby after periods of long and patient labour, some of our practices may be raised from the level of conjecture to the level of sure knowledge.

Another possibility is the development of the function of teachers' voluntary associations. Some teachers' organisations have for their primary aim the welfare of teachers; others the welfare of children in school and society and beyond. Teachers' associations grow strong in proportion as the latter aim is approached. The National Education Association of the United States has long been working on the problem of what shall be taught. It has influenced school committees, legislative authorities, and school administrators. But its most recent development under the direction of Superintendent Newlen, whose Denver Plan of curriculum construction deserves the attention of educationists all over the world, is the combination of all our educational forces to the end that in a scientific manner there may be assembled, analysed and synthesised the best that has been thought, said and

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done in connection with that which children are taught. At present the entire association is at work on a co-operative programme of curriculum revision. It will take many years. All professions will be enlisted. It is our hope that the time will eventually come when this programme will be satisfactorily completed and its results trusted by all.

This is probably not a problem that is exclusively American. Others are facing much the same situation, and solutions, adjustments and compromises will be available from the experience and researches of all lands. So the World Federation of Education Associations holds out to us the hope that from its deliberations and investigations may come some light. It is to be hoped that these larger administrative problems may receive special consideration at future meetings.

In last analysis the problem is one of the proper relation of the governing officer, the politician and the educator. We cannot trust the parent alone. We cannot put full power in the hands of the locality. The state fails to provide legislators with sufficient insight. The nations' governors are too dangerous. Teachers and school administrators may not see all round. In some combination of these many elements will the true solution lie. May our science of education develop. May the associations hold to their noble task. And then the time may come when the minds of our children whose development is in our care may receive a training free from the prejudice of the narrow teacher, protected from the ignorant parent, and safe from the wiles of the unscrupulous political agitator or warlike nationalist.

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Education in Greece.

Address by Dr GENNADIUS, G.C.P.O., D.C.L., etc.

Dr GENNADIUS: The unqualified acceptance of the principles and the wholehearted espousal by Greece of the objects of this Federation was signalised at the very outset of the movement by the presence of a Greek representative at the Conference in San Francisco. Indeed it may be said in all truth that these principles lie at the very foundation of public instruction in Greece, such instruction being absolutely non-sectarian and free from any political or religious propagandism.

It is doubtful whether any other people esteemed education as so material a concern of the State, as the Greeks held it to be both in their prosperity and in the darkest days under the Turks. In ancient Greece the education of the young was one of the principal concerns of the legislators of all the City States, and the schools thus established persisted well into Christian times, where we find some of the most illustrious Fathers of the Church receiving their early education. St Paul himself was a Greek in education and intellectual training, and the Jews in Egypt were Hellenised to the point of rendering the translation of the Old Testament into Greek necessary for their worship.

Although the Schools of Athens were finally closed by the decree of Justinian in 529 A.D., Greek learning rapidly revived in the Byzantine Empire with such force as to oust Latin as the Official tongue; for, as Gibbon reluctantly admits: "The subjects of the Byzantine throne were still possessed of a golden key that could unlock the treasury of antiquity, of a musical and prolific language, that gives a soul to the objects of sense, and a body to the abstractions of philosophy."

With the fall of Constantinople to the Turks, in 1453, there came over the devastated land of Greece the stillness of death and the gloom of the mortuary. The last remnants of culture found refuge in remote Greek

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Monasteries where a flickering flame was kept alive, until, with the gradual emasculation of the Turk and the increasing prosperity of Greek Trade and shipping, Greek schools reappeared in many of the Greek communities established in Western Europe and especially in the Danubian Principalities of Walachia and Moldavia then under Greek Hospodars. The famous School of Bucharest in which George Gennadius kept burning the torch of Greek freedom, supplied the principal contingent of the "Sacred Band"—the first bloody sacrifice on the heroic field of Dragatchani (1821) for the liberation of Greece.

Three centuries earlier, towards 1590, the first school for girls was founded in Athens by Philothea, the only daughter of the ancient and powerful family of the Venizeloi, who for her saintly life and martyred death is honoured as the patron Saint of her native city. And that same city, which in classic times was the sanctuary of Minerva, saw amid the devastations of the war of Independence the establishment, in 1825, of the first systematically organised school under George Gennadius, subsequent to the failure to create such a centre at Argos, as the Provincial Government had planned by one of its earliest administrative enactments.

On the establishment of the young Kingdom public education was organised on the German model in three sections, that of Elementary or Communal Schools, that of Secondary or Middle (Hellenic Schools and Gymnasias), and that of Higher or University education. Full details of the system are supplied with statistical data, which show that immediately before the wars of 1912-13 and 1914-20, education in Greece stood as follows:—

Primary Education.

3550 Communal Schools (1327 for boys, 680 for girls and 1565 rural or A.B.C. schools) with 271,844 pupils; besides 128 private primary schools with 11,990 pupils of both sexes.

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Secondary Education.

379 Hellenic Schools with 31,751 pupils of both sexes.
42 Gymnasias with 94 professors and 5862 pupils.

University Education.

3358 Students.

Besides these there were two Seminaries, two Training Schools, a Polytechnic School and other such institutions including several private schools, and the great School for the higher education of girls, counting 1500 scholars.

Since the annexation of Epirus, Macedonia and Thrace, the existing educational system has been and is being rapidly applied to the New Provinces with the result that already the number of schools and pupils has increased enormously, as is shown by the following as yet incomplete statistics which include both the old and the new territories:—

Primary Education.—1562 Communal Schools for boys; 1099 Communal Schools for girls; 4875 Communal Schools mixed; about 600 just opened in Thrace, say about 8000 Communal Schools with 342,472 boys and 227,185 girls. To these must be added 11,156 infants of both sexes attending A.B.C. schools, total, 581,513 pupils with 6930 male and female teachers.

Middle or Secondary Education.—480 Hellenic Schools and 26 other various institutions, with 85,942 scholars.

University Education.—In the University of Athens, 8789 students.

Primary education in Greece is obligatory under stringent rules. With the exception of comparatively nominal fees (which are even dispensed with in the case of poor students) education is practically free and gratuitous from the A.B.C. to a University degree.

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Saturday, 25th July, 1925.

Chinese Education, its Historical and its Present Conditions.

By Y. P. TSAI, LL.D.(Hon.), Chancellor of the National University of Peking.*

The Conference this afternoon affords me the privilege, in no small degree, to speak on the subject of education of a country which I have, with my colleagues, the honour to represent and which was one of the original organisers and enthusiastic supporters of this world-wide Federation. I understand that this is a meeting of important representatives of education from all parts of the globe, who meet here to discuss matters of vital interest common to them all, and after the crowded discussions at the group meetings of the previous sessions, it did not occur to me that you wanted anything particular from any person like myself, engaged though I am in a higher educational capacity in the East, but that you would rather listen to those who are experts on subjects and matters having a common interest. I have no special address, therefore, in any true sense of the term to deliver, but I have a few observations which I will venture to lay before you rather in the form of a report on the conditions of Chinese education, past and present, than of anything else.

Up till quite recently China concerned itself almost exclusively with one type of education, similar to what the modern educationists call individual tuition, but organised by the State in the Capital, the provinces and rural districts.

Institutions of this kind for spreading higher education appeared as early as two thousand years ago under the title of "Tai-Hsueh." From its embryo form was evolved a kind of educational system called "Kuo-Tze-Chien," which consisted of instruction on moral science, politics and literature. In this institution, as in others, the classes

*Read by P. O. CHEN.

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were conducted by the teachers as if the pupils were receiving private lessons. This seems to be a necessary development and at the time of Confucius and Mo Tzu some form of real private tuition on the lines of Greek academies became a prominent and influential element in the educational world. Academies as such may be said to possess, even during the last two centuries, an educational significance. From the historical point of view, we may trace important influences in Wang Yanming's Hsu-Yuan (College) derived from the earlier academy, and in the College of Yen-yang of Manchuria Regime derived also from the educational developments of the ancient world. The history of those systems, however out-of-date they may be, can, I think, throw some light on many problems still unsolved.

The advantages of these systems may be briefly summarised as consisting in:—

- (1) The emphasis on moral instruction and training of personality.

- (2) The encouragement of individual and free research under all circumstances and conditions, and

- (3) The education which was given to the individual according to his own educable ability, eliminating the handicap of class teaching in which backward pupils may have been included.

The disadvantages of the systems manifest themselves, however, in the same way as the advantages, and the following especially deserve mention:—

- (1) Curricula of our ancient schools made headway towards much too great a development of mental science and especially of literature and paleontology, etc. In fact, our early educational systems aimed no higher than to mould a man with a perfect character and to give him a literary equipment.

- (2) The aim of our ancient education was primarily to give certain people a life-long training to enable them efficiently to undertake various kinds of Imperial Examina-

tion, the only avenue by means of which the scholars concerned could enter into Government service. This served no adequate purpose, so far as the culture of the ordinary man was concerned, for facilitating universal education.

In the later years of the Manchurian regime, say, during the last twenty-five years, a rapid change came over the East, and education had to conform with the rest of life. Then the problem before us was to establish schools, from the most elementary kindergarten, to University, on European lines. The Government schools, to begin with, were all of the Su-Yuan type, and were gradually converted first on the Japanese system, then on the German and French, and now on the American and English systems, and became, when properly managed, a vital and compelling force in the intellectual life of the nation without destroying our traditional methods of teaching. All schools were equipped with an ample and varied curriculum, and a new system of examination for the purpose of promoting the learners from one class to another, and for graduation, was promulgated. The initiation of compulsory education was made possible by a Government mandate of 1921, when I was at the head of the Ministry of Education, after a number of educational conferences. Alongside with the increasing extent of schooling for children, we witnessed the increase, very slow at first, of opportunities for those whose school days were over or had never existed. The general policy pursued at all the ordinary schools was calculated to train men for practical purposes as well as for profoundly advanced research in the specific realm of learning or knowledge. Hence a hopeful and unbroken progress.

Since the Conference in San Francisco of this Federation, China has undertaken some more educational reforms. She has now clearly recognised that the regeneration of her ancient civilisation will be a reality if the rising generations can be educated on new lines.

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The following facts, which show the progress and activities of the last two years, are worthy of consideration:—

(1) In the first place, I should like to point out the emphasis laid on instruction in science. This has lately been a striking feature of Chinese education. In 1922, Dr Paul Monroe, of America, visited China, and his observations confirmed the opinion of many concerning the defects of science instruction. On the invitation of the Chinese National Association for the Advancement of Education following Dr Monroe's recommendation, Dr G. R. Twiss, of the Ohio University, went to China to assist in the improvement of methods of instruction in science subjects, such as mathematics, physics and chemistry, etc. Summer schools for science teachers were first held in 1924 in Tsing Hua College, Peking, and are now being held for the second time at the National South-eastern University in Nanking. Apparatus, models and other scientific instruments which had so far afforded enormous facilities for physical science in the West have been improved and standardised in large numbers by the Commercial Press, Shanghai.

(2) The second point which concerns us is missionary education in China. According to recent statistics, the total number of students in the Protestant institutions at present is probably near three hundred thousand, and the number of students under the training of the Catholic churches about two hundred and five thousand odd. There are promising signs that a certain tendency in the direction of an increase in students in these institutions is in progress. But as we all recognise, whenever a missionary school is founded, religious instruction of some sort is propagated, bringing about new effects and influences, thereby contradicting the traditional education. While neglecting Chinese history, literature and other important subjects, missions in China are now organising different sets of educational systems of their own, parallel

to the Chinese Government system, which might prove in time irreconcilable elements in the Chinese national education. Moreover, the genuine belief, though not usually the professed precepts, of Chinese educators is almost wholly against the teaching of religion to young children, who are merely so much material, to be recruited and manufactured by their elders. If we respected the rights of our children, whose tradition and environment are non-religious, we should educate them in such a way as to give them knowledge and the mental habits required for forming independent opinion.

(3) The third point is the movement for mass education. At the 1923 Annual Convention of the National Association for the Advancement of Education held at Tsing-Hwa College, 1923, a national organisation for the movement to remove illiteracy was planned, and the movement received immediate support and co-operation from all parts of the country. One of the chief policies for the movement is the adoption of spoken language, *Pai-Hwa*, in its teaching and learning. Not only leading magazines, newspapers and novels are published in *Pai-Hwa* but also standard works on art, philosophy and social science. Consequently, in the space of two years' time, the students attending the popular classes amounted to something like 2,000,000. It will not be long before we see a thorough system of compulsory education in China on the one hand, accompanied by taxation on "illiterie" on the other. Advocates of this movement are therefore making no illusory attempt at achieving the miracle of eliminating two hundred million illiterates in a generation.

(4) Then let us consider the library movement. In China libraries have been in existence since the Chow Dynasty, but school libraries have only recently come into being. Up to this year a dozen college libraries with the best modern equipments have been on record. On our delegates' departure for Europe to attend this

Conference, a National Library Association was in formation, with the aim of promoting more libraries, of devising better methods of management and of drawing more readers, both ordinary and advanced, to utilise libraries. Our libraries are losing no time in working towards greater achievements, the others are endeavouring to secure American assistance by apportioning an American fund from the Boxer Indemnity for establishing more model public libraries.

May I now without any intention of being controversial say a few words about the present Students' unrest in China in connection with their National movement for liberty, which is a large and urgent part of the prodigious world-question. We all here talk of promoting international peace through the schools. Outside the Conference who will respond to it? In my opinion we should begin by formulating plans for international goodwill and mutual understanding—fair and equal treatment among the nations from the present case of China. In China, there are at least between four and five hundred million people and amongst them works and seethes continually the mental evolution started by modern education and prompted by the sacred gospel of justice and humanity. The twentieth century will not be long enough to show the full results of this movement; but its developments are certain to modify profoundly all common political considerations both in Europe and America. As to the students themselves I think I have made a statement somewhere else that modern education has indeed freed our students from the thralldom of authority. Having this new movement in their minds the attitude of the younger Chinese generation towards all political problems has become extremely varied and composite. This students' movement, though characteristic of the present age (as reported from Paris, Havana, and elsewhere) has precedents in the Chinese history of the Han and Ming Dynasties. From the educationists'

point of view it is not altogether wrong if the student acts upon his capacity as a citizen, with the good faith and proper understanding of patriotism. Apart from this, the active movement has gained invaluable results for him by instilling into the younger mind ideals, interests and desires for social service, thereby equipping him with organising and administrative ability, and fostering leadership and fellowship. But it may in the ordinary course of things jeopardise the students themselves and the recent progress which they have made. It is a question both complicated and hazardous. It is on this account that our educationists go out to protect them with great sympathy and kindness and to seek some form of elastic control, while giving fair play to all of them, in order that the students may respond by a dispassionate study resulting in greater and more mature achievement. I cannot help trusting that we educationists, who have gathered here, will exert ourselves in a most moderating and conciliatory temper to recognise the vitality and value of promoting world peace and find the best device in a spirit of generosity and fair play for this international course. Indeed, the question of promoting world peace through the work of the school is the fundamental problem in education. No other question approaches it in difficulty and importance.

Paper contributed by Dr WOŁODYMYR STAROS-
SOLSKYI, The Ukrainian University, Prague,
Czechoslovakia.

Quelques Mots sur l'Enseignement Supérieur Ukrai-
nien sur le Territoire de l'Ukraine Occidentale et
à l'Etranger.

Le problème de l'enseignement supérieur se pose en
Ukraine sous deux aspects essentiellement différents. Il se
pose sous un certain aspect sur la partie du territoire
ukrainien qui se trouve dans l'Union des Républiques

Soviétiques et sous un tout autre aspect sur le territoire situé à l'ouest de la ligne de délimitation déterminée par le Traité de Riga. Sur le territoire de l'Est, dans la République Ukrainienne Soviétique, l'enseignement supérieur se trouve sous l'influence néfaste du système général d'enseignement qui y est en vigueur, de la misère matérielle des étudiants, des restrictions de toutes sortes qui ferment pour une grande partie de la jeunesse les portes de l'école supérieure, et enfin du manque presque total de la liberté de parole et de pensée ce qui rend, inévitablement, la vie intellectuelle en général impossible. Pour les parties du territoire ukrainien qui se trouvent incorporées à la Pologne et à la Roumanie et où habitent environ 8 millions d'Ukrainiens il est bien caractéristique que l'école supérieure ukrainienne n'y existe pas légalement en général. L'école supérieure ukrainienne lutte sur ces territoires non pas pour sa qualité, mais bien pour son existence même et les étudiants ukrainiens y luttent acharnement pour la possibilité même de recevoir l'enseignement supérieur.

Sur le territoire mentionné l'enseignement supérieur ukrainien avant la guerre ne faisait que ses premiers pas. Il y avait à l'université de Lviv et à celle de Tchernivtsi des chaires avec enseignement en langue ukrainienne (4 chaires à la faculté des lettres, 8 à la faculté de droit et 6 à la faculté de théologie). Ni le nombre de ces chaires ne correspondait aux besoins de la partie du peuple ukrainien qui se trouvait alors dans les limites de l'ancienne Austro-Hongrie (env. 4 millions) ni leur organisation ne pouvait y satisfaire; au lieu d'une école ukrainienne indépendante on n'avait que "l'utraquisme" des deux — universités susmentionnées. Mais même sous ce régime injuste, contre lequel le peuple ukrainien en Autriche-Hongrie a souvent protesté, sa situation était sans comparaison meilleure qu'à présent sur le même territoire, augmenté par l'annexion de la Volhynie, du Polissia, de Pidliachia et du pays de Kholm. Les germes pas trop modestes qu'ont été les chaires ukrainiennes à Lviv et à

Tchernivtsi n'existent plus. Les gouvernements actuels, polonais à Lviv et roumain à Tchernivtsi, les ont supprimées. En même temps les universités polonaises fermèrent leurs portes aux étudiants ukrainiens. De cette façon les Ukrainiens sur les territoires de l'Ouest de l'Ukraine se trouvèrent non seulement privés de tout enseignement supérieur en langue maternelle, mais encore sans aucune possibilité de recevoir l'enseignement supérieur dans des établissements étrangers sur les territoires ukrainiens. Ce fait est d'une portée d'autant plus importante, qu'il arriva immédiatement après la guerre mondiale et la guerre nationale, alors que depuis quelques années déjà l'enseignement supérieur dans les écoles avait été suspendu. Les Ukrainiens des territoires ukrainiens occidentaux furent mis par ce fait dans l'impossibilité de guérir les graves blessures et de réparer les grandes pertes que la guerre leur avait causées dans leur vie d'étude. Ils essayèrent par leurs propres moyens sans attendre aucun appui du gouvernement de donner à leur jeunesse la possibilité de recevoir, quand même l'enseignement supérieur. "La Société Scientifique Chevtschenko" et la "Société Petro Mohyla pour l'organisation des conférences scientifiques," existant toutes deux depuis longtemps comme des institutions purement scientifiques organisèrent des conférences conformes aux programmes d'études des universités. Bien que les deux institutions, en vertu de leurs statuts aient le droit d'organiser des cours et des conférences, les autorités polonaises interdirent ces cours et tous les essais faits pour obtenir par la voie légale l'abrogation de cette interdiction n'aboutirent à rien. De même n'ont jamais abouti les démarches faites par les savants ukrainiens en vue d'obtenir l'autorisation de fonder une université ukrainienne libre, dont le but serait purement scientifique et qui ne prétendrait même pas au droit de conférer les grades égaux.

Ce n'est qu'au vu et au su de ces faits qu'on peut comprendre l'importance et la signification exacte qu'a le

problème de l'enseignement supérieur, tel qu'il se pose pour les Ukrainiens en général et pour les étudiants ukrainiens en particulier. Ce n'est qu'au vu et au su de ces faits qu'on peut comprendre aussi les tentatives qu'ont faites la société et les étudiants ukrainiens pour donner à ces derniers la possibilité d'obtenir l'enseignement supérieur. Ces tentatives ont été dirigées dans deux sens. Pour satisfaire au besoin de la jeunesse qui aspire à l'école supérieure : (1) deux écoles supérieures, l'université et l'école supérieure technique furent fondées au pays, en dépit de toutes les interdictions, clandestinement et illégalement et (2) la jeunesse ukrainienne commença à émigrer en masse de la Pologne dans l'Europe Occidentale pour y entrer aux écoles étrangères et aux écoles ukrainiennes, fondées ces derniers temps en Tchécoslovaquie en nombre de trois, à savoir : Université Ukrainienne à Prague, Académie d'Agriculture à Poděbrady et Institut Pédagogique à Prague. Ainsi, sans compter les étudiants-émigrés dispersés dans les différentes écoles d'Europe, deux centres principaux se sont organisés : un à Lviv et l'autre en Tchécoslovaquie.

Tel est l'état de l'enseignement supérieur ukrainien à l'époque actuelle. Il est plus grave que celui de l'enseignement supérieur de n'importe quelle autre nation en Europe. Mais malgré tout, les écoles ukrainiennes ont développé durant ces dernières années une activité qui témoigne bien de leur grande capacité de travail. Il est à noter surtout que les écoles supérieures ukrainiennes trouvent dans les larges masses des étudiants ukrainiens l'approbation et la compréhension complète de leurs buts et de leur importance. Cette compréhension est active. Malgré la situation précaire, la société ukrainienne est prête à tous les sacrifices pour assurer l'existence de ces écoles. Les écoles elles-mêmes ont su, dans les conditions extrêmement difficiles, développer un travail considérable. Entre autres elles ont publié déjà quelques dizaines d'ouvrages scientifiques et de manuels d'écoles presque dans toutes les branches

d'enseignement et tout ceci dans le laps de temps de ces dernières années.

De ce qui précède on doit conclure que le besoin le plus urgent qu'éprouvent à présent les Ukrainiens en ce qui touche l'enseignement supérieur, c'est l'établissement aussi sur les territoires de l'Ouest de l'Ukraine pour les écoles ukrainiennes du principe de la liberté des études et de l'enseignement. Une fois ce principe réalisé, les étudiants ukrainiens sauront assurer l'existence matérielle de leurs écoles.

Paper contributed by Mr GEORGE TYSZCZENKO,
Prague, Czechoslovakia.

L'Etat Actuel de l'Enseignement et de l'Education en Ukraine.

Le gouvernement bolchévique en supprimant complètement l'ancien régime dans la politique, l'économie et le droit de la Moscovie ainsi que sur les territoires occupés par les bolchéviques de force armée (Ukraine, Ruthénie-Blanche, Georgie, etc.) n'a pas laissé de côté l'enseignement.

Il commença à édifier un enseignement nouveau, dit soviétique, à faire toutes sortes d'expériences en prenant comme objets les millions d'enfants, d'adolescents et de jeunes gens. Pendant les cinq années de la domination des bolchéviques en Ukraine les tendances de leurs réformes dans le domaine de l'enseignement et de l'éducation se sont manifestées assez nettement pour que nous puissions en parler comme d'une chose bien déterminée et durable.

Il va sans dire qu'il n'y a aucune différence entre les régimes scolaires établis en Ukraine, en Russie et dans les autres républiques soviétiques entrant dans l'U. R. S. S. Pour tous les Etats de l'Union aussi bien dans le domaine de la politique et de l'économie que dans celui de l'instruction publique il n'existe qu'une seule loi élaborée à Moscou, centre de l'Union.

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Par conséquent l'examen de l'état de l'instruction publique en Ukraine peut donner aussi une idée de l'état de l'enseignement dans les autres républiques soviétiques.

Dans cet aperçu sommaire nous ne nous proposons pas de donner la critique ou l'appréciation de ce qui se fait dans le domaine de l'enseignement en Ukraine, nous ne voulons que communiquer quelques faits à titre d'information et c'est au lecteur d'en faire les conclusions. Il est à remarquer que nous fondons notre article sur les matériaux publiés en Ukraine et tout spécialement sur l'ouvrage publié en 1924 à Kharkiv sous le titre "Consulteur du travailleur de l'enseignement" par le Bureau du Comité Central de "l'Association des Travailleurs de l'Enseignement." C'est une publication mi-officielle et elle représente un recueil d'arrêtés et de règlements touchant l'enseignement. En vertu de la loi éditée par le gouvernement soviétique en Ukraine tous les enfants jusqu'à l'âge de 15 ans reçoivent obligatoirement une éducation sociale, dite "de travail" dans les établissements d'éducation sociale.

Partant du principe que "le système de l'instruction publique dans chaque pays et à chaque époque correspond aux forces productives et à leurs relations ainsi qu'à l'idéologie en vigueur," le gouvernement bolchévique se propose comme but suprême de l'enseignement publique "de former de jeunes citoyens de la R. S. S. qui se sentent liés par tout leur être à la société collectiviste, qui soient conscients de leur intérêts de classe et aptes à vivre consciemment dans cette société et à travailler pour elle." C'est là le côté, pour ainsi dire, idéologique de l'enseignement. Et son but politique c'est "l'organisation de la vie des enfants en vue de les préparer à ce qu'ils participent, dès l'âge de 15 ans, à la vie pratique d'une part et à ce qu'ils puissent continuer leurs études dans les écoles professionnelles d'autre part."

Dans ce but le gouvernement soviétique en Ukraine a établi les principes fondamentaux de l'instruction publique que voici :

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1°. De 4 à 8 ans les enfants reçoivent l'éducation sociale dans les "maisons d'enfants," jardins d'enfants et dans les classes enfantines des écoles et des externats d'enfants.

2°. De 8 à 15 ans les enfants reçoivent l'instruction sociale et scientifique dans les maisons d'éducation enfantine, dans les écoles de travail à 7 classes et dans les externats d'enfants ayant le programme d'étude égal à celui des écoles à 7 classes.

Pour être conforme à la vie pratique et à l'entourage des enfants, l'enseignement a un caractère agricole à la campagne et industriel dans les villes.

3°. A 15 ans, après avoir fini l'école de 7 années, les enfants, suivant leur condition sociale, entrent aux différentes écoles professionnelles où la durée des études est de 2 ans et qui correspondent aux différentes branches de l'industrie.

L'école professionnelle dont l'enseignement est basé sur une industrie quelconque, complète les cours de 7 années de l'école de travail d'éducation sociale et achève l'enseignement primaire. Ni l'école de travail ni l'école professionnelle n'ont pour but direct de préparer l'élève à l'école supérieure, leur but est de préparer à la vie. Actuellement, en Ukraine, existent des écoles professionnelles où l'on peut être admis après avoir fait les 7 années de l'école de travail, ou quand on possède les connaissances équivalentes aux 7 années de l'école de travail, à savoir :

(a) Écoles professionnelles d'agriculture, (b) écoles prof. techniques, (c) écoles prof. de médecine, (d) écoles prof. pédagogiques, et (e) écoles prof. de commerce. Dans toutes ces écoles la durée des études est de 2 ans.

Sorti de l'école professionnelle l'élève peut entrer à l'école supérieure où il reçoit l'enseignement spécial.

Au type des écoles qui forment les élèves pour les emplois supérieurs appartiennent les écoles et les cours suivants :

(a) Les écoles techniques (Technicum) pour les élèves

de 17 ans possédant les connaissances dans l'étendue du cours d'une école professionnelle;

(b) Les cours techniques de soir pour les ouvriers qualifiés travaillant en même temps dans les fabriques et les usines; la durée des études est de 4 ans.

(c) Les cours supérieurs pédagogiques qui forment les instituteurs de 1^o, c'est à dire de l'école de 7 années de l'éducation sociale. La durée des études y est de 4 ans (1 année préparatoire et 3 fondamentales).

Les écoles susmentionnées s'appellent les écoles supérieures ou selon l'abréviation russe les "Vouzes."

Les écoles techniques se subdivisent comme suit :

(a) Technicum agronomique; durée des études 3 ans; diplôme donnant droit à l'emploi d'un agronome du district. (b) Technicum de chemin de fer et Technicum d'exploitation des chemins de fer; dans chacun la durée des études est de 3 ans; préparant les élèves aux emplois subalternes techniques des chemins de fer. (c) Technicum de commerce et d'industrie; la durée des études est de 2 ans; formant des chefs de trusts.

Comme nous l'avons déjà mentionné les écoles du type technicum s'appellent en Ukraine les écoles supérieures. Cependant en les comparant avec les écoles supérieures européennes on ne peut absolument les appeler "supérieures." En dehors des branches d'enseignement spéciales, en ce qui concerne l'enseignement général, elles atteignent à peine le niveau des écoles secondaires européennes.

Le gouvernement soviétique le reconnaît du reste lui-même. En ce qui touche les écoles pédagogiques au moins, on peut remarquer déjà la tendance du gouvernement à renoncer à l'organisation de toutes les écoles pédagogiques primaires ou secondaires, et à créer plutôt un institut supérieur de l'enseignement public. Dans la législation on trouve même le fait constaté que les "Pedcours" ne sont que des organisations provisoires.

On peut dire que les écoles techniques (type Technicum) représentant les écoles de spécialisation étroite et de dif-

férentiation pratique des collectifs de production achèvent toute l'instruction publique en Ukraine. Comme nous l'avons déjà dit l'élève sorti d'une de ces écoles peut déjà occuper tel ou tel poste.

Cependant en outre des écoles susmentionnées il existe encore une catégorie dans l'enseignement, celle des Instituts. Ce sont des écoles supérieures proprement dites, c. à d. que leurs programmes d'études sont équivalents à ceux des écoles supérieures européennes.

Suivant les cours spéciaux ces instituts sont : (a) Institut agronomique, durée des études 4 ans, confère le grade d'ingénieur et le droit aux emplois d'ingénieur de gouvernement. (b) Institut des Ponts et Chaussées, durée des études 4 ans, diplôme d'ingénieur. (c) Institut des Mines, durée des études 3 ans, diplôme d'ingénieur. (d) Institut de Médecine, durée des études 3 ans, confère le diplôme de médecin et le droit aux emplois de médecin de district. (e) Institut de Commerce et d'Industrie, durée des études 3 ans, diplôme donnant droit aux emplois de directeur de syndicat.

L'école supérieure d'instruction publique occupe une place particulière dans l'organisation générale. Elle se subdivise en 2 Instituts, à savoir : " Institut d'Instruction Publique " ou en abréviation " Ino," durée des études 4 ans, forme les instituteurs d'écoles secondaires et " Institut Supérieur d'Instruction Publique " en abréviation " Vno," admet les porteurs du diplôme de " Ino," durée des études 3 ans, forme les professeurs d'Instituts.

Il existe en outre 2 universités soi-disant marxistes. Il n'y en a que 2 pour toute l'Union Soviétique, notamment une à Moscou appelée " l'Université Sverdlov " et l'autre à Kharkiv, dite " l'Université Artem." Ces deux écoles supérieures ont le caractère exclusivement de parti et préparent les agents politiques tels qu'agitateurs, instructeurs politiques des écoles secondaires et supérieures, représentants diplomatiques, etc.

Nous avons donc examiné les formes fondamentales du

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système d'enseignement dans la République Ukrainienne Soviétique Socialiste et nous pourrions les représenter maintenant dans le schéma suivant :

Education enfantine	4 — 8 ans
Ecole de travail	8—15 ans
Ecole professionnelle	15—17 ans

Ecoles techniques et cours pédagogiques (Vouze's)
Instituts

Chaires scientifiques Académie des Sciences
Université Artem

Passons maintenant à l'aperçu sommaire de la vie intérieure et des méthodes d'enseignement et d'éducation qui y sont employées.

Il est à noter que si nous disposons de certains matériaux, quoique très restreints, pour tracer le tableau du système de l'enseignement en Ukraine actuelle, on ne peut pas dire la même chose en ce qui concerne le côté intérieur de la vie scolaire en Ukraine. Les données relatives sont trop insuffisantes. Mais en les complétant par les communications des personnes travaillant dans les institutions respectives nous pouvons tout de même dans ce domaine aussi tracer un croquis sinon complet du moins exact.

Nous remarquerons tout d'abord que l'enseignement en Ukraine est non seulement accessible à tout le monde, mais même obligatoire. Cependant tout le monde ne peut pas en jouir. On pourrait admettre encore que tout enfant, quelle que soit son origine et sa condition sociale, y peut recevoir l'enseignement primaire. Mais la chose se présente tout autrement si nous passons aux écoles secondaires ou supérieures. Ici entre en vigueur le système, dit de "délégation." Pour être admis à l'une de ces écoles il est nécessaire d'être porteur d'une attestation du parti (communiste) ou d'une autre organisation se trouvant en contact avec celui-ci. Evidemment, en

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premier lieu sont admis les enfants des membres du parti, les "comsomoles" (membres de "l'association de la jeunesse communiste"), les enfants des komnèzames (membres des "comités des paysans non fortunés"), des ouvriers, des paysans pauvres "sans parti," des travailleurs intellectuels. C'est après seulement s'il reste des places vacantes que les enfants d'un kourkoul (paysan riche), d'un ancien propriétaire foncier ou d'un ci-devant "bourgeois" en général peuvent avoir la chance d'être admis à l'école. Les plus malheureux à ce point de vue sont les enfants des anciens soi-disant "contre-révolutionnaires." Pour la plupart les enfants doivent payer pour les péchés de leurs pères et restent hors de l'école pour toujours. Seule la chance extraordinaire ou les relations intimes avec un vrai "révolutionnaire" actuel peuvent leur ouvrir les portes de l'école secondaire ou supérieure. Cependant la situation d'un chancard pareil est toujours instable sous la menace permanente des "épurations" qui ont lieu plusieurs fois par an.

Ici encore nous n'entrerons pas dans l'appréciation de ce système en nous bornant à constater le fait. Si ce système est basé en effet sur les sentiments de vengeance et fait les enfants responsables des péchés de leurs pères ou s'il est dicté tout simplement par les considérations d'ordre politique et par le manque d'écoles (elles sont extrêmement peu nombreuses) nous ne le discuterons pas ici.

En passant à l'aperçu de la vie intérieure scolaire et des méthodes d'enseignement dans les écoles ci-dessus énumérées, il faut constater que tout enseignement est basé sur le principe que "tout le système d'enseignement doit avoir un caractère de classe, très nettement manifesté et non pas masqué par les phrases et les principes trop vagues et généralisés."

Dans l'éducation infantine déjà les instituteurs et les éducateurs doivent suivre strictement la méthode qui serait conforme au but susmentionné.

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Arrêtons-nous sur l'éducation enfantine. Son but est d'habituer les enfants à l'école, de leur apprendre à lire et de leur greffer les premières notions de la vie sociale. Les méthodes d'enseignement pratiquées dans ces établissements ne peuvent retenir longtemps notre attention. Elles sont basées sur les principes de Froebel et les instituteurs y sont pour la plupart les personnes sorties des écoles froebeliennes ou des établissements de ce genre.

Les instituteurs de ces écoles ne s'occupent que de l'enseignement. En ce qui touche l'éducation proprement dite elle doit être strictement conformée aux exigences du parti (Parti Communiste Russe) et pour qu'il en soit en effet ainsi, une personne nommée par les organes directeurs du parti se trouve à la tête de chaque établissement d'éducation enfantine. Cette personne s'appelle "politkèrè" (directeur politique) et dans chaque école, à partir des écoles enfantines jusqu'aux écoles du degré supérieur, le politkèrè est pour ainsi dire "persona grata." Lui seul peut prendre des dispositions touchant l'éducation, lui seul a le droit d'autoriser ou d'interdire et c'est lui qui dispose du sort, non seulement de chaque élève, mais aussi de chaque instituteur. C'est un agent intimement lié au parti, avec les institutions de l'instruction politique et même au D. P. U. (Direction Politique d'Etat), ci-devant "Tchéka." Le grade du "politkèrè" correspond au degré de l'établissement qu'il dirige. Aussi pour les établissements de l'éducation enfantine les politkèrès sont recrutés pour la plupart parmi les "comsomoles" (membres de "l'Association de la jeunesse communiste"). Quant au rôle de l'instituteur, il est réduit à l'enseignement. Le développement de l'activité indépendante chez les enfants, au moins suivant les prescriptions officielles, doit avoir une importance spéciale. Dès leurs premiers pas déjà les enfants doivent s'approprier la direction politique dans laquelle ils devront aller plus tard. Dans ce but on les habitue à toutes sortes d'assemblées, séances, organisations, etc. auxquelles ils doivent prendre part, d'une manière active.

Comme facteur éducateur important dans ces établissements, il faut noter les chœurs d'enfants qui ont un répertoire sévèrement choisi de chansons politiques.

L'école de travail de 7 années est, comme nous l'avons déjà mentionné, la suite directe de l'école enfantine. Les méthodes d'enseignement y employées jusqu'à présent sont différentes. Comme partout ailleurs les expériences et les recherches s'y poursuivent. Cependant la méthode la plus employée, est celle dite "complexe" qui relie intimement la théorie à la pratique ainsi que la méthode "d'accord" qui consiste à relier et à adapter chaque branche d'enseignement aux conditions locales.

Le personnage principal de l'école de travail est encore le politkère, nommé par le parti des rangs du "consomole," et qui peut être sans aucune éducation générale.

La vie intérieure de l'école est dirigée par le Conseil Pédagogique qui se compose du personnel enseignant et des représentants des élèves et des parents. Un autre organe important, c'est le "Tribunal des Camarades." L'activité indépendante des élèves consiste à prendre part dans les différentes organisations et sections. Les plus importantes sont les sections: politique, littéraire, dramatique, historique, archéologique, sportive, etc. A la tête de chaque section se trouve la présidence, formée de l'instituteur et des élèves.

Quant au Tribunal des Camarades il est composé exclusivement des élèves qui examinent les actions de leurs camarades et prononcent le jugement. Les punitions vont en gradation: depuis le blâme jusqu'au boycotte.

Les écoles, dites professionnelles, représentent un degré de transition entre l'école de travail et le technicum. En ce qui touche l'organisation intérieure et les méthodes d'enseignement dans ces établissements elles ne diffèrent guère de celles des écoles de travail et nous ne nous arrêterons pas là-dessus.

L'école professionnelle achève l'instruction générale et l'élève, après en être sorti, peut s'y borner et entrer directe-

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ment dans la vie pratique comme simple ouvrier ou bien il peut continuer ses études dans les écoles spéciales, c. à d. les écoles dites techniques.

En ce qui touche les méthodes d'enseignement dans ces écoles techniques on s'y sert le plus de la méthode, dite "des conférences et des séminaires," où l'instituteur (professeur) ne joue que le rôle d'instructeur.

A la tête de ces établissements se trouve aussi un "politkèrè" possédant pour la plupart l'éducation spéciale reçue à l'université Sverdlov ou à l'université Artem. La vie académique est dirigée par le Conseil Pédagogique dans lequel entrent les professeurs, le politkèrè et les élèves représentants du "Stoudkome" (Comité des étudiants) de chaque année et du comsomole. Un autre organe directeur, c'est la Commission de Contrôle d'Enseignement dans laquelle entrent deux professeurs et les représentants des élèves de chaque année.

Le côté politique de la vie d'un technicum (ainsi que des cours pédagogiques) ressort du politkèrè et du "comsomole." De même qu'à l'école de travail, le travail principal des élèves se passe ici dans les sections. En ajoutant encore que les élèves des écoles techniques sont tenus de prendre part à la vie pratique en dehors de l'école (mener la propagande, donner des conférences, etc.) on peut se faire une idée à peu près exacte de la vie d'une école technique ou technicum.

Quant aux Instituts, ce sont des établissements qui synthétisent les détails et "élaborent les méthodes de l'amplification et de la généralisation scientifique." Dans leur vie intérieure ils sont soumis aux mêmes règlements que les écoles techniques.

Le gouvernement soviétique ayant établi en Ukraine un tel système d'enseignement croit "que ce système amènera des changements non seulement dans les formes d'organisation, mais aussi dans le contenu et les méthodes du travail."

Où mènera tout ceci en réalité, c'est ce que nous montrera l'avenir non éloigné.

DELEGATE ASSEMBLY.

Monday 27th July.

Dr A. O. THOMAS, Maine, President of the Federation, occupied the Chair.

Mr FRANK W. GOLDSTONE, M.A., London, General Secretary of the National Union of Teachers: On behalf of the Illiteracy Committee I beg to move the following Resolution:—

“That the World Federation of Education Associations adopt a uniform definition and uniform terminology for the problem of illiteracy; that the Federation encourage the collection of statistics as to illiteracy in every national census; and that the Federation accept in principle the inclusion of work to remove illiteracy as a necessary part of a national system of education.”

THE CHAIRMAN, in replying to a question, said that the work of a close definition of illiteracy would be almost impossible at that stage. The resolution implied that the duty would be thrown on the Federation of giving definitions, and that Conference would confine itself to the statement of broad general principles.

On the motion of Mrs Cora Wilson Stewart, Frankfort, Kentucky, the Resolution was unanimously agreed to.

Mr GEORGE C. PRINGLE, Joint Conference Secretary, read the following message from the Marchioness of Aberdeen from Dublin:—“May I send farewell greetings and best wishes to your closing meeting on behalf of the International Council of Women. That Council has for years past made its first object the promotion of goodwill amongst the nations through the observance of the Golden Rule, and now with joy and thanksgiving we see the

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world's teachers organise themselves to guide and inspire the coming generation with enthusiasm for these principles. The thirty-five millions of women belonging to the National Councils in thirty-nine different countries are ready to support you, and when the mothers and teachers of the world unite in a call to the human race, can we doubt the results? We feel the earth move sunward; we join the great march onward, and take with joy while living our freehold of thanksgiving." (Applause.)

Miss MARY TWEEDIE, M.A., President of the Educational Institute of Scotland, read a message of greeting in French from the University of Liège.

Mr MAIN, Callander: I should like to know if any special effort has been made at the special meetings and plenary sessions to hear the German delegates.

THE CHAIRMAN: There may be an opportunity this afternoon.

Mr MAIN: Did the German delegates make any effort to address the plenary session? That would reflect our feeling.

THE CHAIRMAN: I want to give everybody a chance this afternoon. The groups have worked very faithfully. They have presented resolutions after committees have gone over them. The resolutions of the various sections may be handed in to the Secretary and placed in the records, as the contributions from those sections which will be responsible for them rather than the plenary session.*

Mr WALTER R. SIDERS, Superintendent of Schools, Pocatello, Idaho: I beg to submit the Report of the Committee on the Herman-Jordan Plan. The Committee recommend the approval of five out of the seven sections of the plan. The Committee recommend further that the appointment of Committees at this time under Sections

*The Resolutions submitted by the various groups and adopted by the Federation will be found in Appendix I.

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3 and 4 (which deal with standing incentives to war and the question of whether war is necessary) be deferred, inasmuch as the educational aspect therein contained can be dealt with by Committees in order that it may be clearly understood what these Sections 3 and 4 are, in regard to which the Committee ask more time for consideration. It is my good fortune to know Dr Jordan and to know that he is both sound and sane in his ideas. Unfortunately Sections 3 and 4 have such heads and are phrased in such a way that the Committee think they might be seized upon by those who wish to make political use of this organisation. Would it be wise to form a Committee to consider the standing incentives to war? Dr Jordan appreciates the fact that there is a wrong psychology in the world, and he wishes to get into the minds of the people another attitude. The Committee, however, think that those who are anti-militaristic will say that the World Federation is an association given over to propaganda and is not serving the wide educational interests of the world. The recommendation of the Committee is that Sections 1, 2, 5, 6 and 7 be approved. I have also been asked to read this, which has been offered as a substitute:—

“The Committee recommend the acceptance of the Herman-Jordan Plan for the promotion of World concord and justice, with the provision that the educational features of Sections 3 and 4 be combined with the other Sections, and that the President, with the approval of the Board of Directors, appoint at the proper time the appropriate committees for the proposed studies.”

The latter motion was unanimously agreed to, and it was also unanimously agreed that the appointment of the committees be left to the President and the Board of Directors.

Mr CHARLES H. WILLIAMS, Columbia, U.S.A., Secretary of the Federation, submitted the report of the Committee on the revision of the Constitution.

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The Constitution, after prolonged discussion and revision of the various articles, was adopted.*

Mr WILLIAMS submitted the Treasurer's Report as follows :—

INCOME.		EXPENDITURE.	
Affiliation Fees	\$2,492.38	Travelling Expenses	\$2,806.50
Contributions	3,258.00	Printing, etc,	472.80
		Postage, etc.	730.79
		Telegrams, telephones, etc.	39.46
		Shorthand Writer	1,620.00
		Guarantee Bond	17.50
		Customs duty on printed matter	4.64
		Rental of Typewriter	30.00
		Balance in Treasury	28.69
	<hr/>		<hr/>
	\$5,750.38		\$5,750.38
Balance in Treasury			28.69
Dues received by the Secretary-Treasurer not yet authorised to be accepted by Board of Directors			54.70

Report of Board of Examiners :—

We hereby certify that we have examined the Accounts of the Secretary-Treasurer of the World Federation of Education Associations, compared the entries with the relative vouchers, and found them correctly stated and sufficiently vouched.

(Signed) S. C. B. EDGAR, Hon. Treas., E.I.S.

WM. ROY, Vice-President, E.I.S.

Members of the Finance Committee of
Educational Institute of Scotland.

Edinburgh, 24th July, 1925.

*For Revised Constitution see Appendix II.

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Mr S. C. B. EDGAR, Glasgow, and Mr WILLIAM ROY, Alloa, Vice-President of the Educational Institute of Scotland, who had acted as auditors of the accounts, moved and seconded a hearty vote of thanks to Mr Williams, Mr Roy expressing surprise that so much work had been done with so little expenditure of money.

The JOINT-SECRETARY read a letter of good wishes and regret for absence from Kaikobad A. N. Dastur, Ph.D., First Class Sardar and High Priest of the Parsees in the Deccan, Poona, India.

Dr P. W. Kuo, Shanghai: I beg to move that this Delegate Assembly of the World Federation of Education Associations desires to place on record its grateful appreciation of the self-sacrificing labours of the Scottish National Executive Committee and of the thoughtful and efficient manner in which they have discharged their onerous duties.

The motion was cordially adopted, and votes of thanks were also accorded to the Scottish Education Department, the Lord Provost and Corporation of the City of Edinburgh, the Scottish Universities, the Association of Education Authorities in Scotland, the National Committee for the Training of Teachers, the Carnegie United Kingdom Trust, the representatives of the Churches, the Press, the Educational Institute of Scotland, the National Union of Teachers in England and Wales, and other institutions and private individuals for their generous support of the Conference from its initial stages, for their gracious hospitality to the Delegates, and for their assistance and interest in the efforts of the Conference to foster goodwill and to promote co-operation and permanent peace through the advancement of education in all lands. The officers of the various Committees, Sub-Committees, and Sections were also thanked for their services.

The President (Dr Thomas) was specially thanked for

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his devotion to the cause of international goodwill, and congratulated on the success which had attended his Presidency, the Delegates rising and heartily joining in singing "He's a jolly good fellow."

Dr THOMAS moved a special vote of thanks to Mr George C. Pringle, Edinburgh, the Joint Secretary, for his indefatigable labours.

Mr PRINGLE, who received a similar ovation, said that in his mind the outstanding impressions of the Conference were (1) the magnificent readiness with which the nations of the world had responded to the invitations to send delegates to the Conference and the equal heartiness with which the people in Scotland representing every sphere of educational interest had worked together for its success; (2) the immense reservoirs of goodwill and friendliness that existed amongst all nations, the existence of which had been disclosed by the Conference; and (3) the firm assurance that the Edinburgh Conference had made the Federation a reality as an effective working organisation for world conciliation through education. (Applause.)

VALEDICTORY MEETING.

A Valedictory Meeting was held in the Usher Hall on Monday afternoon, 27th July. The Chair was occupied by the President of the Federation, Dr Augustus O. Thomas. There was a large attendance.

THE CHAIRMAN: The Nominating Committee has performed its service and the Chairman of this Committee will make his report.

Mr J. W. CRITCHLEY, M.A., F.E.I.S., Rector of The Academy, Dumfries: The Nominating Committee met immediately after the morning session and agreed to fill up only twelve of the fifteen nominations for your approval, with this object in view, that there were only seven affiliated organisations, and even if we appointed or nominated two directors for each of these countries we should still be left with one vacancy, which we could not possibly fill up. Now, there are countries like India deeply interested in this movement, and probably on the point of asking for membership, and we thought it would be wise to leave to the discretion of the Board of Directors, which you approved, the power of co-opting other members or of waiting for application for membership. That is the explanation of the number of names we have to put before you, twelve I think altogether. They are as follows:—Mr Walter R. Siders, Idaho, for the United States; Miss Tweedie, Edinburgh, for Scotland; Mr Frank W. Goldstone, London, for England; Dr Macdonald, President of the Toronto Public School Teachers' Association, for Canada; and Dr Ling, Tientsin, for China. These are suggested for membership for four years, and then the following list for two years:—Chairman, Mr George C. Pringle, Edinburgh, for Scotland; Mr E. J. Sainsbury,

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Thames Ditton, for England; Mr C. E. Murphy, Cork, for Ireland; Dr Kuo, Shanghai, for China; Mr Harry Charlesworth, Victoria, British Columbia, for Canada; Dr Sawayanagi, Tokio, for Japan; and Mrs Mary C. C. Bradford, Denver, Colorado, for the United States. That completes the list of our nominations. (Applause.)

The list as read was approved of, the Chairman stating that the Committee had performed its services and was honourably discharged.

THE CHAIRMAN: We have come to the closing session of our meeting which, so far as I am able to determine, has been a very pleasant and profitable session throughout. There are many countries represented from whom we have not had messages. There are many persons here whom we should like to hear. Not all of them are on the platform. We want to hear from as many as we can, and therefore the messages must necessarily be brief. We want to know what the Federation may mean to the different countries represented here. We have had with us during all the week a very interested member, and many have said that they should like to hear from her. I am going therefore to call as the first speaker on the programme for Princess Radziwill, of the Secretariat of the League of Nations. (Applause.)

Princess RADZIWILL, Lithuania: It is with great diffidence that I obey the call of your President, whom we have all learned to love, admire, and obey in these last days. It is with a special diffidence that I rise to obey his call, because I am in front of a meeting of educational authorities, and after all I am accustomed to receiving information from them, not to give it to them. And yet I think it is perhaps appropriate that a member of the Secretariat of the League of Nations should say a few words on the closing day of your session, not only a member of the League of Nations Secretariat, but also a member of one of the small countries of the world, of

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Lithuania. The words which I am going to say will perhaps frighten some of you, because it is impossible that in such a large organisation as this one there should not be both friends and opponents of the League. The message I give you is this, that the League of Nations; has heard with the greatest interest of the work you are undertaking here. If the League of Nations is interested in it, it means that the Government of England is interested in your work, and though you no doubt feel that the educational question is well left in the hands of the Educational Authorities in Britain, yet I think you will all agree with me that if the Government wants to hamper your work they have the means to do it. Consequently, if the Government of Britain offers you all its help, and is interested in it and gives you all its help, it ought to be received with welcome. It means that in the Government of other States, where a State is at the head of education, that State will do all in its power to help you, for this is a great advantage to the work in the League. When the League is interested in anything, it means that in 55 States of the world there are fifty-five Governments interested in the question, fifty-five Governments ready to do all in their power to help the great work which we are undertaking, of helping the people of the world to be educated in a higher and better sense in the ideals of international co-operation and goodwill. (Applause.) Without these we know full well that the world is bound to come to a terrible end. The seeds of discord and hatred which may be sown in homes are really what we have all got to fight against. At the luncheon given the other day in honour of our President, I heard the great leader of your Opposition, Mr Ramsay MacDonald, say that what we put into the hearts and into the minds of our boys and girls is what would help or hinder us in our work. And I think there were few people at that luncheon who understood that so well as I, a member of the Secretariat of the League. Our responsible men who are

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dealing with all the questions which are of interest to the world are the people who are united in Geneva, the responsible people who are at the heads of our Governments. If they, my friends, see to what is put into the hearts and into the minds of our children, then the world will do well. It is from that point that we welcome the influence of this great organisation in the great work of peace and conciliation of all the nations. (Applause.)

THE CHAIRMAN: We have had here during the week a representative from Finland, but we have not been able to hear from that country. I am therefore going to call upon Mr Matti Rajamaa, a Delegate from the Teachers' Association of Finland.

MR MATTI RAJAMAA, Tampere, Suomi, Finland: Finland is a very little known State. It has been an independent State for only some years, from 1907. There are three and a half million inhabitants, nine-tenths Finnish speaking, and one-tenth Swedish speaking people. Our culture is older than our independence. Our first schools were established about 1400. The first text-books were printed in the Finnish language in 1542. The first University began its work in 1640, and the first form of compulsory education was about 1608. It was then demanded that everyone should learn to read. After that we have had very little illiteracy. Our school system is about the same as in the middle of Europe. In the United States of America there is an eight years' course in an elementary school, and a four years' course in a high school commonly, together twelve years before a pupil arrives at a University. In Finland there are either four years in an elementary school and eight years in a secondary school or six years in each, together twelve years. We have now three Universities, and there are usually about three thousand five hundred students, or one for every one thousand inhabitants.

The Finnish people love peace and righteousness,

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brotherhood and goodwill amongst the nations, and we wish that the World Federation of Education Associations would carry on these ideals to victory. (Applause.) Lastly, I should like to thank all those whom I am obliged to; I don't know them all. I thank them all together. I thank them for the invitation to this Conference. I thank them for their great hospitality. I thank you all here for your lovely friendliness. (Applause.)

THE CHAIRMAN: I want to congratulate Mr Rajamaa on the fact that he gave his message in little more than two minutes. We have Professor Dyboski, representing the National Union of Teachers of Poland, who will bring a message from the Polish teachers.

Dr ROMAN DYBOSKI, Professor of English Literature in the University of Cracow: In representing the Polish National Union of Teachers at this Conference I have endeavoured throughout to show my sympathy with the aims and objects of the Conference by the businesslike method of working in the sections, where I have become acquainted and made friends, I trust, with some of you. When we have met to say good-bye to each other, I only mean to explain in the briefest possible way whom I have the honour to represent here and to say something explicitly about the feelings which animated them in sending me here. I have the honour to represent the Polish National Union of Teachers, which now comprises two-thirds of the teaching profession in Poland, with a membership of about 35,000 teachers, but I feel that in everything I have said or done at this Conference I have represented more than that. I have represented the many thousands of elementary schools and over one thousand secondary schools of Poland, and I am also Professor of English in the oldest of the six Universities in Poland.

With regard to the National Union of Teachers, which specially sent me here, without boasting or without undue modesty I wish just to mention something that that Union

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of Teachers has done. In the very few years of its existence it has been able to achieve such a thing as the building of a large modern sanatorium for tubercular teachers in Poland. Since the cessation of War we have organised courses to supplement the education of Polish pupils, some of whom have suffered by the War, and courses are now in progress in two cities in Poland. It has been publishing a number of text-books, and it has brought the pressure of its power to bear on the Polish Legislature to promote national literature. Its supreme end is to change the school system in the sense of making it resemble more and more the school systems of the West, and in one particular feature the school system of America. We wish to have a seven years' general national school and a superstructure of several years of a secondary school over that. That is the express aim of the Polish teachers, and it will give a proper foundation for general culture amongst Polish youth on the model on which national education is being given in America.

I have only to add that the elementary teachers will no doubt receive with great interest and with the most profound attention the report which I shall have the honour to submit to them on the Proceedings of this Conference, and I am quite confident that the suggestion I am going to carry to Poland—that the National Union of Teachers of Poland, and the National Union of Secondary School Teachers, which is a separate organisation, should both join this Federation—will be adopted, and that when you meet next, wherever it may be, a Polish representative will stand before you representing an affiliated Association. (Applause.)

THE CHAIRMAN: We have had during the week a representative of the International Council of Women, Lady Aberdeen. We should have liked to hear her, but she has gone on account of duties elsewhere. We have, however, another representative of that Organisation, and I am going to call upon her for just a word of greeting.

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Madame DREYFUS-BARNEY, Paris: The International Council of Women is particularly interested in this remarkable Federation. For years they have been working on similar lines, in the departments of health, education, peace and arbitration, and when they heard of this Federation they were so glad, because they realised that through your unified efforts this great message of peace and understanding would reach the schools not only of the villages, but from the villages right up to the great Universities. We consider you teachers a great organisation for peace, and to the thirty-nine countries whom we represent we are going to send a report of the work that has been done here. The International Council of Women is a conservative body but a progressive body. We went to the Hague Conference when the Court of Arbitration was founded. We also went in 1919 when the Convention of the League of Nations was drawn up. We realised that these great international movements are like the seasons of the year—they must come. We are happy that you, the teachers, are carrying on this great work.

As an individual I have come here to learn and my cup is overflowing. As an Association we have come here to assist you, and that is not a little thing, because we represent hundreds and hundreds of Women's Organisations, and we all know that this great peace work must be done in the home as well as in the school, in hours of recreation as well as in the study, and I am glad to say that I have heard—I have received here—something that will be glad tidings to you all.

Last year the Assembly of the League of Nations, which represents fifty-five countries, asked the Secretariat to make a report with regard to what the League countries were doing to teach the aims of conciliation and the history of the League to the youth. Here is a wonderful report on the very questions that we have been studying—text-books, history, exchange of pupils—and I have very great pleasure in handing it over to our loved and honoured

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President, because I feel that the two years of work that lie before us will be tremendously assisted by the reports of these different countries. Already more than thirty countries have put a teaching official in their schools, and it seems to me that you teachers will be overjoyed to know that the thing is growing as you wish. It seems to me that this organisation has a special character. It must be like "An ocean where a child can wade and where a giant can swim." (Applause.)

THE CHAIRMAN: At the meeting two years ago the Chairman was instructed to appoint a Commission on Illiteracy. There have been some very interesting and almost startling things done in some of the different countries. I am going therefore to call upon Mrs Stewart, the Chairman of that Commission, to give a very brief report, which I think she can sum up in three or four minutes.

Mrs CORA WILSON STEWART, Frankfort, Kentucky: The Commission on Illiteracy has been gratified by the fact that almost every speaker on the general programme expressed the sentiment that one of the barriers to understanding between the peoples of the world was this evil of illiteracy, and we have only to add that the removal of illiteracy is necessary to bring about peace and goodwill amongst the nations of the world. Enough has been expressed, and now it is for us to go home and get to action. Your Commission has been encouraged by the number of the nations—China, Russia, Spain, Portugal, several countries in Central and South America, and the United States—that are already engaged in the campaign to wipe illiteracy out of these nations, and that Canada, Japan, and several others announced that they were beginning operations. The success of the nations already so engaged gives hope that all the others will offer an opportunity to their enslaved illiterates without delay. World war on illiteracy means the teaching of the few

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in England, in Wales and in Scotland, as well as the millions in India, in Russia, and in the United States.

The nations which are heavily burdened by illiteracy will find a great stimulus and inspiration in the fact that those nations that have practically no illiterates are attacking illiteracy in an endeavour to wipe it out entirely, for be it remembered that while the more illiterates there are in a nation the greater the disgrace, the fewer there are the less excuse there is for having any. Nowhere are the unequal opportunities for the human race more startlingly revealed than by the illiteracy conditions of the world. Illiteracy ranges from one per cent. in Sweden and Switzerland, for instance, to 92 per cent. in India and some of the countries in Central and South America, or, to make the matter more clear, while only two out of every thousand in Sweden and three out of every thousand in Switzerland are illiterate, 920 out of every thousand in India and some of the countries of Central and South America are unable to read and write.

Such conditions as these, it seems, should challenge the interest and the earnest efforts of all who make any pretensions whatever to democratic principles and to all who believe in the brotherhood of man and the freedom of the human race. (Applause.)

THE CHAIRMAN: I understand that in the last two or three years Mexico has taught 200,000 adults to read and write. I understand that the Crown Prince of Japan has set apart a million yen for the purpose of making Japan a literate nation in a generation. I understand that Mr Ortega, the Minister of Education for Honduras, is heading a movement to make Honduras a literate nation, and that there is an attack going on in China. I want our distinguished friend and Vice-President of this organisation to give just a word in regard to the movement in China, which seems to bid fair to become eventually a revolution of the right sort. We have been

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very much pleased with the delegations from China, not only at San Francisco but here, and with their earnestness in the cause of education and world concord. I know you will be delighted to hear a word from Dr Kuo.

Dr P. W. Kuo, Shanghai, Vice-President of the Federation: During these last moments of our Conference I have been confronted with a question. Are you satisfied with this Conference, or has the Conference been a success in your judgment? I must admit that I am one who is an optimist of the optimists—(laughter)—so my answer to these questions has been always in the affirmative, and with good reason. I realise fully from my knowledge of Conferences of this kind that the task of organising and of conducting a Conference of such magnitude, involving so many nations and races, is not at all an easy one. It required a good deal of careful planning and of deliberation, and it called for a good deal of hard work in making this Conference known throughout the world. The preparation of the programme, the securing of the leaders and speakers, the preparation of the necessary literature, and all the other local arrangements, must have taxed the energies and the time of those who have been in charge. Moreover, I for one believe that the Conference has really achieved the more definite thing which we had in mind. Through this Conference we have gained a clear conception of our mission. Through this Federation we have made provision for the furtherance and the continuance of the work already started. The revision of the constitution has made the Federation more permanent and effective, and the adoption of the Herman-Jordan Plan and the resolutions have given us a working basis for future effort. But the best aspect of this Conference to my mind does not lie in the attendance, nor in the number of resolutions adopted, but rather in the spirit which has been manifested all through its proceedings. (Applause.) Fortunately or unfortunately—I don't know what to call

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it—my time at the Conference has been mostly spent in Committee meetings, and there in the discussions of the various problems which came up I found that there was a great obstacle in the way, inasmuch as conditions in the various countries differed from each other, but in spite of all these difficulties and in spite of the varying conditions in the different countries, we overcame all these difficulties. And what was it that made this possible? I think it is the spirit of tolerance, the spirit of sympathy, the spirit of willingness to give up their own views to meet the needs of others. (Applause.) This is the most encouraging aspect of our Conference in my own judgment, and it is that which gives us hope for the ultimate success of our Federation.

Now, Dr Thomas wanted me to speak about the conditions of China, particularly with reference to the illiteracy movement. I believe this question has been presented by my colleague, Dr Ling, in the Illiteracy Section of the Conference. Therefore I will only take a few seconds to say that the movement for popular education in China received its encouragement from the World Conference on Education held in San Francisco two years ago, showing that as far as China is concerned this Federation has already exerted a powerful influence. This movement has adopted as its motto or slogan "the removal of illiteracy during the present generation," and within the short period of less than two years we have already enlisted the support and sympathy of leaders in various walks of life throughout the length and breadth of the Chinese Republic, and more than two million illiterates have been already taught to read and to write within this short period. (Applause.) It is the belief of the leaders and advocates of this movement that if this great problem is kept before us, there need be no difficulty in achieving what the movement expects to achieve. For the time being our modern educational system is in its infancy. We have at present only a

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little over 200,000 teachers, whereas we need how many? We need at least two million teachers in China. But we are doing everything we can to train our teachers, and already thousands of Teachers' Institutes and Normal Schools have been established and we are turning out no less than 10,000 trained teachers every year. It is very conceivable that in the course of a decade the educational system in China will develop to a stage when she will be able to take care of the vast population which we have in China to-day.

Ladies and Gentlemen, I realise fully, as well as you do, that as a Federation we are just in the very beginning of things. There are great problems still before us, great obstacles to be overcome. However, we have the consolation to know that Rome was not built in one day. This task which we have taken upon ourselves—involving as it does the interests not of one country or of a few countries, but the interests of the whole world—necessarily will take much time and perseverance. Let us, therefore, one and all, move forward with quenchless hope and dauntless courage. (Applause.)

THE CHAIRMAN: That was a very interesting discourse from our friend Dr Kuo, but I really wanted him to tell you about another movement rather than the one he spoke of. There are so many romances in that great country. In the first place, I want to tell you a little about Dr Kuo. He is President of the South-Eastern University at Nanking and President of the Rhodes Organisation of China, which indicates that he is a man of great things in his country. I would like him to tell you a little about the attempt to reform somewhat the Chinese language.

Dr Kuo: Our Chinese language has only about 40,000 to 50,000 characters, and for many centuries we find this small vocabulary has been increasing all the time. Of course, for popular education we need a smaller vocabu-

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lary, so the movement has been going on in several ways, in three directions I might say. One is to substitute the vernacular language for the literate language, just like the substitution of the modern language for the Latin which you had in Europe several centuries ago. The second movement is to adopt a phonetic language of thirty-nine characters in the alphabet, and the third is to pick out the 1000 most commonly used and the most simple characters of the vocabulary, to be used in popular education, which is being used in the movement against illiteracy.

THE CHAIRMAN: Thank you. There is another movement which was started, and which I feel we ought to have a word about, and that is the Goodwill Day. I want to tell you that the ladies and gentlemen of the Parents' Alliance got out two years ago a bulletin on Goodwill Day and suggested activities, and that was distributed as widely as we could with the small funds we had in hand. We sent that bulletin out wherever we had addresses. One city in Indiana took charge of the daily paper there, and the High School worked up the Goodwill issue of the local daily paper that day and got some very fine contributions from the students of the High School and the people of the town and over the country in general. It was a distinct triumph and was put out as one of the extra activities in connection with the school. One of the most definite pieces of work in this direction that has come to my attention is that which has been done in British Columbia, and I am going to ask Mr Harry Charlesworth to give just a word, as briefly as he can, on the work they have done there.

Mr HARRY CHARLESWORTH, Victoria, British Columbia: I think perhaps I ought to set your minds at rest by stating that I am not going to read from the very formidable looking book that I have brought along with me. In the second place, I would like to state that

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it is only because of my association with Dr Thomas in so much committee work that this opportunity has been taken for me to state in a few words what this movement has been. As Dr Thomas has already stated, in San Francisco we decided to ask all the nations to observe Goodwill Day on May 18th. The Parents' and Teachers' Association of British Columbia, an organisation made up jointly of parents and teachers, as its name would indicate, took up this movement and first of all set to work to get our Education Department and our Government of British Columbia to set apart May 18th definitely in the schools as Goodwill Day, and after some effort that was accomplished.

The second thing was to draw out a draft programme, as they were asked to do by the Education Department, for observance in the schools. I am not going to detail that at all. I think, as far as I can see, the great benefit of this particular observance in our own Province was this, that the programme was not superimposed upon us. It was not by any means a cut and dried programme, it was simply an indication that each teacher and each school could get a programme suitable to their own needs. For instance, in the High School there was, and is, a very fine way of observing the day. They did not interrupt their lessons at all, but in subjects like music, for instance, they just took on that day a resumé of the famous musicians of various nations, something which tended to our inter-dependence the one upon the other, and observed the spirit of the day. These programmes were put at the disposal of the teachers and were based somewhat on the programme already referred to by Dr Thomas.

The next step was that it was decided to try to get the children to join a World Goodwill Society, the purpose being, as stated on the certificate, to promote fairplay, friendship and fidelity amongst ourselves and

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with all nations, something which every child can very readily do. Then there was the certificate signed both by the teacher and by the parent or the guardian of the child. The next part of the plan was to have all the children who signed this Goodwill Society certificate to enrol their names in a register, and *this* (holding up a heavily bound volume) is the first volume of the register. It contains first of all the name of the school, then the name of the teacher, and then the signatures of the various students appear on these particular forms. Then they were bound together. This is volume No. 1, and they run from 1 to 400, and altogether about 35,000 students in British Columbia signed these registers. Now, it was suggested to the Parents' and Teachers' Federation of British Columbia, by Senator Foster and some members connected with the Peace Palace at the Hague, that this movement would possibly be held to be rather more important in the eyes of the students if these registers could be bound in the way I have shown you and deposited in the Peace Palace at the Hague. The people concerned readily took up this proposal and the mission has been entrusted to me at the conclusion of this Conference to wend my way with these three particular volumes, and have them deposited in the archives, in the Library, of the Palace of the League of Nations at the Hague. (Applause.)

I have often wondered if this Society took all the certificates of the school children, where they would put them in the League of Nations Palace. There may not be much to see in this, but I found that a great many of the people who signed these registers regard that as a most important thing, and I have no doubt that when these students from Canada in later years pay their visits to the Continent, as they do, many of the students who have enrolled their names in this register will be very much interested in visiting the Hague and seeing possibly this register again. Now, the movement was not confined

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to mere goodwill in theory, but they combined with this a very practical piece of work because on this same day, May 18th, they asked all the students in the schools if they would give any clothing or anything which could be of assistance to the Canadian Indian Relief Fund, and you will be surprised to know that the students just in the schools where this was observed collected over nineteen tons of clothing, valued at 11,400 dollars for that particular Relief Fund. (Applause.)

There is just one other movement in our Province that I want to refer to, a little more briefly than this one, but it is an idea which could be worked, and, I believe, an idea which is also on the lines of the Herman-Jordan plan. In the Victoria State of British Columbia another organisation set out to accomplish something with the same end but by just another way. They suggested that medals should be offered to the students in the top grade of the elementary school and to the students in the three or four years of the High School. That would make five medals altogether, and these medals should be awarded to the students in those particular grades for two things—first, for a written essay on the year's progress towards international goodwill, the students observing the newspapers and all the movements tending to goodwill towards nations and at the end of the year writing an essay. These essays were then judged by a very strong Committee and the three best in each section were then asked to appear at a public meeting and to deliver their address, and for that oratorical effort there were also a number of marks given, and then the winners were awarded the medals in each class. Now, this movement received a great deal of support and there was one particularly good feature about it. We are often asked as a World Federation of Education Associations to affiliate with or to join this, that, or the other movement, something which in my opinion we should be very careful about; but there is a way in which we can

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co-operate when we are going towards the same end. There is an organisation, I believe, throughout the world known as the World Alliance for International Friendship through the Churches. Now, this Society wanted to assist in this particular movement, and they assisted in a very practical way by providing the medals in question, and the medals are special medals struck with, I believe, a facsimile of the Peace Palace at the Hague on one side of them. I just bring these two movements before you to carry out my promise to the people at home. I have a number of these certificates here which I would be glad for anyone to take and I earnestly hope that this meeting will tend towards other places represented here developing either something on this pattern or something quite original to celebrate May 18th.

In conclusion, I want to say that Dr Thomas informs me that the date, May 18th, has been objected to, or rather a suggestion of a change has been made at this Conference, and he indicated just how this would affect us. I think I assured him that probably his fears need not be very well founded, because the date, May 18th, as a matter of fact is not particularly suitable for us in British Columbia, because it just comes about one month before the final examination of the students, and I believe that a change to some other date might even secure better co-operation from the teachers than the one suggested, although in British Columbia we are quite prepared to accept whatever date the World Federation of Education Associations shall suggest. (Applause.)

THE CHAIRMAN: The Health Section appointed a special Committee to take under advice the programme which they have worked out, and this Committee is suggested by Sir Leslie Mackenzie, who was the Chairman of the Section, and the Chair is glad to accept the Committee, to name it and place it on file and give it an opportunity to carry out the programme. Dr James Kerr

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is suggested as Chairman, Miss Sally Lucas Jean of New York as Secretary, and Mlle. Amelie Hamaide of Belgium, Madame de Calvo of Panama, and Mrs J. H. Scott of Japan, to constitute the Committee as recommended and as appointed.

We have an official representative of the Norwegian Government and of the Education Committee of the International Council of Women. I want her to speak briefly for her Government.

Fru MARIE MICHELET, Official Representative of the Norwegian Government and of the Education Committee of the International Council of Women: The appointment from the Norwegian Government has only just reached me now, and that is the reason why there has not been a Norwegian voice in any of the Committees. I shall have to be very brief now, but I want to make a few points. The first is this. I don't think there are any of you who need to be disheartened in your educational work, because we of the Norwegian language have not got more than three millions of people and I dare to say that the school work and educational work of Norway is really such that we feel a great pleasure in being able to represent it to our friends. We have an Elementary School of seven years, on that a Secondary School, on that a College which leads straight on to the University, so that there is not a child in our country who cannot take its schooling up to the University if it wants to and has the ability to do it. (Applause.) Our schooling is being developed on the most modern lines, and we have now a strong work going on to develop it on the lines that have been presented to us by the Government. Our teachers have a very good training. I am glad to say that men and women from the most educated circles come as teachers and are trained for the elementary school as well as for the High School. (Applause.) To be appointed a lecturer for our High School children a man has to study

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seven years at the University, and we have so many of them that it is difficult for them to attain positions. I may also say that I do not think that I exaggerate when I say that there is not any illiterate child in Norway among normal children. (Applause.) And I was just told from the United States how that among the emigrants who got their second paper, in that State of which I was informed, they have not yet had a single Norwegian illiterate.

The second thing I wanted to say is this. I belong to a country where we have a wonderful opportunity of having the sun in the sky for months at a time. This, of course, means that for months at a time these same areas of the country do not see the sun at all. But, Ladies and Gentlemen, I think that is a thing in our work. There are times when it is dark and there are times when it is light, and in our little country we know that we have times when the sun is there, and just as we can see the sun for months by night, so we know that the sun of education is of a kind that can be worked through to shine on the righteous and the unrighteous.

Now, the third thing I want to say is this. We teach in our country the blessing of not going to war—(applause)—but to be able to teach this, Ladies and Gentlemen, you have to live it. (Applause.) And I think that there are people in this hall who will agree with me when I say that when we in Norway and in Sweden teach our children that you can become friends instead of going to war with one another, you have serious facts, but we know that there was a year in our country, the year 1905, which made two countries the best of friends instead of enemies. (Applause.) And I feel that if this hero question could be put before our Norwegian children, there would be many of them who would name King Oscar II. as one of the heroes of the world, having made two peoples agree instead of going

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to war. (Applause.) This is what I want to say, and I speak no more. I only want to express our heartfelt thanks for the days we have had here, for all we have learned, and for the impulses which I am sure will go out from these Conferences. (Applause.)

THE CHAIRMAN: Before we close this meeting I want to call attention to the beautiful badge which we have been wearing during these days. This badge was designed by a son of Mr Pringle, I presume, a "chip of the old block." (Applause.) I want to refer the matter to the Arrangements Committee to see if we cannot arrange to make it a permanent seal. (Applause.) We have a lady here who has very kindly assisted in many ways and has given very valuable time in helping to promote the work of the Conference, and while we have not time for long speeches now a minute or two is well worth while and I am going to call upon Lady Mackenzie.

Lady LESLIE MACKENZIE, Edinburgh, a Member of the Hospitality Committee: I wish just to say how much we in Edinburgh and in Scotland have enjoyed this week. It was a very strenuous week to look forward to, and it was a very strenuous week when it arrived, but we have all enjoyed it. I have been myself associated in this Conference with the Pre-School period, with the teaching or whatever training we are going to give to the pre-school child. Now, in America they have done a great deal more in that direction than we have, and, therefore, I am certain that it will be an untold advantage to England and Scotland that this Conference did take up any time at all in connection with that very young child. It will be difficult perhaps to make a uniform training for all, because we come to school at different periods, but in Britain the technical time that the school bell rings for every child is at five years of age. Its holiday from the beginning of time ends then and its work to the end of time begins. Our duty in that

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pre-school section has been to try to find a uniform plan for training the little child from two to five, so that it could come into the schools of Britain, the schools of America, and the schools of every country, prepared to take the training that is essential for life afterwards. I know that we in Edinburgh have done a little in this group, and I know that the meeting of the Conference in this town and the splendid papers and discussions we had in our section will help us to solve what is rather a difficult problem. We are very grateful for the Conference being here, and I personally—and I know others who are eager for the little child from one to five—are very grateful that we have been able to hear from those who have done much more than ourselves. I thank you very much. (Applause.)

THE CHAIRMAN: Lady Mackenzie made a half-hour's speech in two minutes. That is a good record. (Applause.) We have one distinguished American here whose long service in public education is much appreciated by our people, and we would like to have just a word of message. He has been here at all the meetings and I think he has scarcely raised his voice, yet he was Federal Commissioner for Education in the United States for a number of years—Dr Claxton.

Dr P. P. CLAXTON, formerly United States Commissioner for Education and Superintendent of Schools, Oklahoma: I appreciate what you have said. I have been greatly delighted with this Conference. More than one hundred years ago, nearly 150 years ago, Thomas Jefferson wrote to a friend of his in Europe saying he was delighted that the world was coming together for the great purpose of universal education and through universal education for the promotion of universal peace. The world is tending towards democracy. Thomas Jefferson said it would be impossible without the education of all the people. Any attempt at democratic Government

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without intelligence would be of no avail. Education is more than simply the ability to read and write. Democratic government is a matter of loyalty and all the people must be able to understand that it is a matter of principle. I have been told frequently that we may never hope to abolish war because human nature does not change and we have always had war, but let me call your attention to this fact. I have observed that the most persistent characteristic of human nature is this, that when human nature catches a new vision and sets itself a new goal it becomes at first impatient and then intolerant, but it gets its way. We must get rid of the great burden and expense of war. We must realise that war is a costly thing. Edinburgh just now is one of the eyes of Europe. Geneva is the other. If the world is to undertake democracy, it must understand that universal education is the only means thereto. Otherwise, democracy is not safe for the world. As teachers, it is your duty to bring light to the people of all the world. (Applause.)

THE CHAIRMAN: We have had representatives here from Australia, but we have not heard from them. I wonder if a representative is present.

MR ARCHIBALD LOURIE, New Zealand: Mr Chairman, Ladies and Gentlemen, you have given me the opportunity of addressing this Conference and I take the opportunity as a resident of New Zealand for eleven years—as a Scotsman before that. New Zealand has a most up-to-date and modern system of education. There children in the elementary schools are taught through the medium of teaching by handiwork, teaching by nature study and teaching by actual specimens. That is one of the chief laws of education in New Zealand. As far as I venture to represent New Zealand, I shall have the privilege of sending a message to New Zealand that education is receiving a great impetus from this Conference this week. New Zealand will be one of the countries who will adopt

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in the heartiest manner the sentiments expressed.
(Applause.)

THE CHAIRMAN: There is something in the sunshine of Scotland, which is very bright just now, and in the spirit as well as the spirits, that has inspired a genius to write poetry. I think she has some fourteen lines, and I am going to call upon Miss Holbrook to recite them.

Miss FLORENCE HOLBROOK, Principal of Wendall Phillips Junior High School, Chicago, recited the following lines :—

Fair Edinburgh, enthroned upon thy hills,
Resplendent as a queen, in beauty crowned,
How wonderful thy fame—how fine, profound
Thy history which every reader thrills;
Upon its pages names of the great are found
In poetry, philosophy and art,
Men who in every way have played their part
Thy name to glorify the world around.
We, strangers in thy gates would honour thee
And homage pay to beauty, strength and power
To men, thy sons, who raise the standard high
Of learning, and to those whose every hour
Is consecrate in deep sincerity
To heal the sick and serve humanity.

THE CHAIRMAN: There are 500 here we should like to hear from, but we cannot get all the good things in the world. Mr Gogate has a message from India and I am going to ask him to give that message in sixty seconds, if he can.

Mr RAJARAM V. GOGATE, Harvard University, Cambridge, Mass., U.S.A., a Director of the Federation: It is really very difficult to speak in the name of India, since at the present time the condition of India is such that she should really be represented by three representatives.

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However, in the short time that is allotted to me I want to tell you that educationally speaking it is possible for a representative from India, standing at a distance of so many miles, to look upon India as one country and to speak about her in a spiritual sense, keeping oneself aloof from the different religions at home. From that point of view I want to tell you how much obliged we are for the great efforts that you people are making towards uniting the world by means of educational unity. During the Conference and during the last two years since the inception of the Federation, I have come to realise the tremendous task that lies before us before this can take place. At the present time we have splendid machinery. The machinery is going to be in the hands of those elected at this Conference. Now, to these people we are going to look. It will be the duty of this Federation to look after the rights and privileges of the nations who are backward educationally and who want to be represented on such bodies. It is said that it is hard to change mankind, and much more so a Scotsman—(laughter)—but they say that you can even change a Scotsman if you can get him young. (Laughter.) Brothers, sisters, be sure that in this attempt to catch the young man of the world you do not destroy the great things that are given to that man by God. Every man has within him certain powers and promises. In catching him young be sure that you will bring out those powers that are given to him by the Almighty Father and make out of him a free man, a man whose aspirations and deeds will make this world worth living in and worth remembering. (Applause.)

THE CHAIRMAN: I think it would be worth while now to take a minute or two for each of those who are here and who might want to invite the Federation to their country. I wonder if there are any here who wish to do so.

Mrs WILLIAM H. BEERS, Honolulu: The Hawaii

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Education Association which I represent sends its good wishes to you and the members of the World Federation of Education Associations. We wish to express our faith in the aims and purposes of the Federation and our hope is strong that ultimately this Association may bring about a feeling of international goodwill and justice that shall for ever prevail. Situated as we are in the centre of the Pan Pacific Union, our islands are peculiarly interested in the working out of this great problem, and we extend a most cordial invitation to this Association to hold its convention of 1927 in Honolulu.

THE CHAIRMAN: Is there anyone else who has an invitation?

Mr D. D. MACDONALD, President of the Toronto Public School Teachers' Association: I have the honour of representing the Canadian Teachers' Federation and also the Toronto Teachers' Association. This little pamphlet that I have in my hand has, I think, been pretty freely distributed amongst the delegates and it will not be necessary to take up very much time in explaining this invitation. The Canadian Teachers' Federation represents about 6000 teachers and then the Toronto Teachers' Association represents 2500 teachers. I am from Toronto and can speak for a good deal of work in this invitation. We wanted our Federation to be wholehearted and sincere and I can assure you that it is. If we have the good fortune to have the next Federation in Toronto, we shall endeavour to emulate the unstinted hospitality of the Scottish people of Edinburgh. Perhaps we shall not be able to do it quite as well, but we shall certainly do our best. Toronto is suitable, I think, for holding the Conference of this Federation. It is a city of homes and schools and churches. I am sure that the Board of Education, the City Council, the Provincial University, and the Government of Ontario will do everything in their power to make the delegates comfortable at the

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Conference. The University Buildings are particularly suitable. They are in a group together and there is a large hall that can accommodate about 2000 people, and it would be quite suitable for the meeting. Our city has a population of about 600,000 and I can assure you that they are all quite anxious to have the next meeting of the Conference there. We have had some experience in entertaining large delegations. For instance, the Imperial Conference met there, the British Association for the Advancement of Science, the Medical Association and a host of others. Toronto is suitable for seeing the Niagara Falls, the Thousand Islands, and the Lakes of Ontario, and it is quite convenient to the American centres of population, and we can assure the delegates coming from Scotland that there will be splendid opportunities for golf. (Applause.) Mr President, Ladies and Gentlemen, I extend a most hearty invitation to you to hold your next meeting at Toronto. (Applause.)

THE CHAIRMAN: Evidently we shall not be without a meeting place. When we adjourned at San Francisco we did not know where we would go. We were invited to Japan, but then the disaster came there and that had to be withdrawn. Is there any other place represented where an invitation is extended? If not we should try to finish up the things we ought to do and want to do. I have asked on several occasions those who represented other countries and who have not had a chance to be heard to hand in a card with their name. All the cards I have had handed in are exhausted, but there have been quite a number of delegates from Germany, I think fifteen or twenty, and they have requested just a word of message. I think there is a representative here on the platform.

Herr MERCK, Chairman of the Institution for Education and Instruction, Berlin: I am not authorised to speak on behalf of the German delegation. The head

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of our delegation, Professor Kerschensteiner, representative of the German Universities, had the intention to give a message to the Conference in the name of the German and Austrian delegation last Saturday, but unfortunately there was no opportunity.* As Professor Kerschensteiner has left Edinburgh, I will try to give the main points of his intended message as I heard them from him. The delegates of the different German and Austrian Teachers' Associations feel much obliged for the opportunity they were given to attend the first biennial meeting of the Conference. They have followed with great interest the proceedings of the Conference and are convinced that the great and noble aims of friendship that the World Federation is trying to realise will serve to help poor struggling mankind on its way onwards and upwards. Education is only one among other means for the promotion of goodwill and peace amongst the nations, but together with religion the most important. Education is to-day the central problem of the whole world. That is why the German delegates offer their best and sincerest wishes to this Conference, which takes up this problem from a world-wide standpoint, and they will do their best to work for these great ideals. The *conditio sine qua non* for success will be when this work is done on the basis of equality and of mutual understanding based on mutual respect.

Please allow me to add some words personally. In yesterday afternoon's sermon the German writer Richter was quoted. Richter wrote many years ago some elementary truths about the work we are trying to do here. Educationists of all countries belong together in a certain sense. They are united in their service, and their service to the coming generation. In their hands is laid much power, and much responsibility too, to build

*We have now been able to procure a copy of the address which Professor Kerschensteiner intended to deliver. This will be found on page 867.

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up a better mankind and a better world. Let us think of the fact that, as Wordsworth put it, "The child is the father of the man." I heard the other day here in Edinburgh, Mr Ramsay Macdonald deliver an address, where he said that no politician is as bad as his enemies paint him and not so good as his best friends paint him. I think the same applies to nations. If we always remember this, it will help us all and will help also to bring forth that great brotherhood that mankind is thirsting and longing for. (Applause.)

THE CHAIRMAN: I think it would not be exactly in order to close this very interesting session and meeting without hearing from some of our hosts in particular. We have enjoyed Edinburgh—Scotland—and we have formed some very fine friendships. It will be a pleasure for us all our lives to think of the week spent here, and this has been made so by the very kindly consideration of the local people. (Applause.)

Miss MARY TWEEDIE, President of the Educational Institute of Scotland: I am totally unprepared even for thought. I came this afternoon to listen, and to listen only. However, I appreciate very keenly the privilege that you gave me, like a woman, of being in at nearly the last word, if not at the very last. I can assure you that the Educational Institute through the offices of Mr Pringle and Mr Critchley, who were in America, have worked and helped to get our visitors together for the last two years, and the multifarious committees upon which I and others have been placed for the last year particularly have focussed all their attention towards this great week. They have at moments felt somewhat lost in detail, but they have been so overwhelmingly well received by people to whom we owe gratitude, the hosts of this town and the public institutions around us, that never at any moment have they felt that they would fall short. But, after all is said and done, I am extremely

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thankful and grateful to feel that this great week is over, to feel that the Educational Institute has played a big part in it, and to have heard your commendation and kind expressions of peace, goodwill and gratitude amongst men and women. I gratefully acknowledge, in the name of the Educational Institute of Scotland, your presence here and your kindness to us. (Applause.)

THE CHAIRMAN: I want to call upon Sir Charles Cleland.

Sir CHARLES CLELAND, K.B.E., M.V.O., Chairman of the Education Authority for the City of Glasgow: All I can say is that I have no doubt you will take with you to your various homes and countries much that will be of benefit and of importance educationally, but I fancy that the greatest benefit of all will remain here in this centre of Scotland, where your collective wisdom has been at our disposal, so pleasantly and so happily for the past eight days. (Applause.)

THE CHAIRMAN: I want to transact a little business. We are preparing to publish the proceedings of the Conference. The local people have kindly raised funds for this purpose and we think we can get the proceedings printed in proper form and sent out to those who have registered, some time during the autumn. I think, in order to expedite the matter, I shall appoint a special Committee to edit the work and to get it in shape for printing. Necessarily we want to give it all of the advantages possible and to have it advantageously located, and therefore I am appointing a special Committee. The officers of the Federation will co-operate with the Committee in the printing. Mr Pringle, Chairman and Editor; Miss Tweedie, Sir Charles Cleland, and Mr J. W. Critchley will constitute the special editorial Committee. I want at this time to call upon Mr Pringle for a word.

Mr GEORGE C. PRINGLE: The hour is so late that what I have to say I will condense into a few matter-of-fact remarks. I would have refrained from saying

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anything at all because I got an unexpected opportunity of relieving my soul, to some extent at all events, in the forenoon. What is on my mind, however, is this, that I should like to have mentioned to the Conference the names of all those who have in especial given me their support and their assistance. I think it is right that their names should be mentioned in full assembly. I cannot do this because the list is too long, and I do not wish to detain you further, but I would suggest that I may be permitted to include that list with proper appreciation in the proceedings. (Applause.)

It may interest you to know, just as a matter of fact, that the actual number of delegates registered at the Conference amounts to 1220. There were between 1500 and 1600 actually registered in our books before the Conference began. If you allow for a loss of twenty-five per cent., which is the usual allowance I understand in the case of luncheons and dinners of some magnitude, then you have practically your 1550 delegates, so that the attendance has been perfectly satisfactory. We must also take into account this fact, that there was quite a considerable number of delegates who on account possibly of age and other reasons were unable to register personally. Therefore the numbers registered are perfectly satisfactory. The individual figures, you may be interested in knowing, are, from Scotland, 499. That is the number of persons who entered their names in the books this week. From England, Wales and Ireland, the number is exactly 100, and from America and Canada 400.* (Applause.)

*The revised figures are:—

Scotland	511
England, Wales and Ireland	91
United States and Canada	435
Central and South America	8
Europe	89
Africa and The East	88
Total		<hr/> 1222 <hr/>

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THE CHAIRMAN: The time has come for us to close our deliberations and our programme. I should like to take this opportunity to thank you all for the uniform courtesy with which you have treated the Chair and for your very helpful attitude on so many different questions. Without delaying the meeting further by long speaking, I can say that I hope when the next meeting time comes, in 1927, and the Board of Directors will after investigation make the location, which seems to me a necessary provision, many of you, if not all of you, will be present. I hope you will remember this meeting and feel that it is good to bring the people of the world together who are interested in the bringing up of the rising generation through education. (Applause.)

The proceedings closed with the singing of "Auld Lang Syne."

Address by Dr KERSCHENSTEINER, Munich.

(See Note p. 863.)

The delegates of the different German and Austrian Associations of Education and of teachers of elementary and secondary schools as well as of universities feel much obliged to the World Federation of Education Associations for the invitation they have received to attend the first biennial Conference though they have not yet made application for membership. They perfectly realise the importance and the greatness of the ideal aim to further international understanding by the means of education. The German and Austrian Association of Education, which have welcomed foreign guests in their schools and universities, are ready to take part in the realisation of that high ideal.

If the German and Austrian delegates did not take any active share in the discussions about the different problems it was only because these problems could not be dealt with without facing some difficulties that are not yet overcome in the political relations between Germany and some European nations.

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Moreover the German and Austrian delegates must frankly confess that they cannot believe in the realisation of international goodwill, peace and justice, as long as there is not generally acknowledged the right of the child to be instructed in its own mother language. The proceedings of some governments towards the German minorities living within their countries, that result in a suppression and closure of German schools, must form a danger to any international understanding.

The German and Austrian delegates, however, have the sincerest hope and they wish to express it that these meetings of the World Federation of Education Associations will form an important step towards the final aim of international understanding on the basis of perfect equality and mutual respect.

ADDRESSES AFTER LUNCHEON.

Tuesday, 21st July.

Chairman—Mr J. W. CRITCHLEY, Dumfries Academy.

THE CHAIRMAN: I propose the toast of His Majesty the King.

The toast was cordially pledged.

THE CHAIRMAN: In a gathering of this International nature, we should also drink to the health of the reigning Sovereigns and Presidents of all other countries from which delegates are present with us.

The toast was pledged with renewed cordiality.

THE CHAIRMAN: I offer you a hearty welcome to Edinburgh. I need not add much to the hearty greetings you had last night in the more formal speeches from the platform at the meeting of welcome. I am certainly not going to expatiate upon the attractions of Edinburgh as a place for this Conference, or upon the virtues of Scotsmen. But I should like to offer you a warm welcome on behalf of the National Committee which was responsible in co-operation with Dr Thomas and Mr Williams for the arrangements in connection with the Conference. Although we had an excellent Presidential address yesterday and excellent speeches last night, a great deal of the success of the Conference, as I am sure Dr Thomas himself will be prepared to admit, depends upon the organisation. (Applause.) Credit should be given to Conveners of the various Sub-Committees who have done an enormous amount of work in connection with the Conference, and I think a special word of credit is due to Mr Pringle—(applause)—who has been the central

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pivot upon which all the machinery has moved. I have great pleasure in introducing to you His Excellency the Chinese Minister to the Court of St James's.

Dr CHU: I consider it a great privilege to address such a distinguished audience consisting of educationalists of not merely National but International reputation. I am sorry for myself that I am not an educationalist. I am merely a humble diplomat, but I am talking to you from a purely educational point of view. Before I go on, I must ask for one favourable consideration, namely, to remove a long standing misconception that a diplomat does not usually tell the truth. (Laughter.) Everybody thinks that an Ambassador is sent abroad to lie for the good of his own country—(laughter)—but honestly I can say I am doing nothing of the sort. (Laughter.) Believe me, Ladies and Gentlemen, I am telling you nothing but truth. I am facing to-day a gathering of the most educated and most learned men and women of the world who have the best common sense and soundest judgment, before whom no speaker can take advantage in an attempt to mislead them. What I wish to lay stress upon to-day are the educational thoughts of China. In the first place, the Chinese people have been traditionally taught to be peaceful. Our classics, history and philosophy, condemn militarism. I can give you a typical quotation. Nancious says, "The ablest fighter deserves capital punishment." In the second place, China has developed its own civilisation more in the direction of pure intellectualism than in that of materialism. We are quite satisfied with our own ancient civilisation in spite of having been backward in the so-called scientific world. We know that material things or scientific inventions can be bought with money. Anything that can be bought with money is valuable, but not invaluable. We Chinese are very proud of our own invaluable intellectualism which we have historically developed and carried on, and which money cannot buy. (Applause.) China has been, therefore, known to the

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world as a land of philosophers. The Chinese people are self-contained and enjoy a natural mode of life. In order to illustrate the philosophical mind of the Chinese Nation, let me tell you a little story which I quote from an ancient Chinese philosopher. An old man lost his horse one day. All his friends came to condole with him. The old man said, "I don't know whether it may not be a blessing." After some time his horse returned unexpectedly together with another fine horse. Then all his friends came to congratulate him. The old man said, "I don't know whether it may not be a calamity." After some time his son leaped on one of the horses and fell off, sustaining a broken arm. Then all his friends came to condole with him. The old man said, "I don't know whether it may not be a blessing." After some time a war broke out between his country and the neighbouring country and his son was not called to serve in the Army because he was disabled. Most of the young men were killed in that war but his son was saved. This story may be summarised in two philosophical sentences which I quote from another ancient Chinese philosopher, "A blessing may be followed by a calamity. A calamity may foretell a blessing." (Applause.)

THE CHAIRMAN: I should have intimated at the beginning an apology from Lord Elgin who hoped to be with us to-day, but has unfortunately been prevented. I have now pleasure in calling upon Professor Sarolea, a distinguished educationist and the Consul for Belgium, to address you.

Professor SAROLEA: I will try to say just a few words on behalf of a great cause which it is the purpose of such an Association as this to promote. I call upon you to discharge a sacred duty which so far, as teachers, you have failed to discharge. I was recently in Russia, and ever since my visit I have been in close touch with every aspect of the Russian tragedy, the greatest catastrophe in history, and one of the aspects of that catastrophe is

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the fact that to-day there are two million refugees on every highway of Europe, hundreds of thousands of Russian children, thousands of teachers, who find themselves in a desperate plight. Now, I want you to keep in mind that those hundreds of thousands of Russian children and those thousands of teachers represent the intellectual and moral reserves of the Russia of to-morrow. The Russia of to-morrow will be very largely what this young generation will be, and to those hundreds of thousands of victims of the Russian civil war—I express no opinion about the war; we are not talking politics to-day—but to those hundreds of thousands of Russian children and teachers we as teachers owe a duty. Have we discharged that duty? This country certainly has not. Take the case of medical students. In the Russia of to-morrow, if law and order is restored in Russia, one of the great needs of the Russian people will be to have doctors and nurses. There are very few doctors left in Russia to-day, and one of the best ways to help the children and to help the Russian people is to see that all the medical students in the various Universities of Europe shall be able to complete their studies, which they are not to-day in a position to do. Now, it seems to me that really as a Federation of teachers we ought to do something which we have not yet done. Just compare our indifference with the attitude, say, of the poor working man. We know how whenever there is a great catastrophe, or an explosion in a mine, or a flood, the Trades Unions, miners, railwaymen, etc., will take an active practical interest. Are we as teachers going to have less sense of responsibility towards our brethren in Russia?

Now, it seems to me that there are two practical steps which this Association could and ought to take. There is always a danger that in a large Congress like this our activities may evaporate in eloquent rhetoric, but we ought really to concentrate on a few vital topics.

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Now, I would suggest as one practical step that this Conference should approach the Educational Institute and National Unions of Teachers to consider how they could best help the many schools and the thousands of teachers who at present are in that desperate plight which I have just described. And then, secondly, I think this Conference ought to approach those Russian Relief Funds—say, the Save the Children Fund—and confer with them as to what practical help we could give. This is only a matter of common humanity as well as of official duty, and I am perfectly certain that if this Conference had done nothing else except to awaken the conscience of the people of this country, who have been sadly indifferent, I think this Conference would have done a great work. (Applause.)

THE CHAIRMAN: I am sure you will be all interested to hear that Professor Sarolea has with him a friend whose name is bound to be known to all who pride themselves on being educationists, and that is the distinguished writer, Mr G. K. Chesterton. I have very great pleasure in asking him to speak to you.

Mr G. K. CHESTERTON: There will be at least one point upon which I trust to rise to the standard laid down from the Chair. Whatever else may be said about me there is no doubt I shall present myself to you in tabloid form. I hope on this occasion to be microscopic and invisible and I shall be encouraged to limit my remarks to five minutes because I have not the shadow of an idea what I am to talk about in this serious and scientific assembly. In fact, it is one of those accidents alluded to in the speech of the Chinese Minister—the accidents which are probably calamities. It is not even a blessing in disguise, unless it be a very impenetrable disguise, but I cannot say what excuse I have to be here except accident. The only explanation that occurs to me of my presence at an Educational Congress is the fact that while there must be many here who represent various schools of

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educational theory and practice, I may be said to represent the raw material; I may be said to represent the uneducated person. For all I know, I am the only Englishman present. I do not think that can be quite true, because I remember we have with us Lord Aberdeen. With Lord Aberdeen's Scottish nationality firmly asserted, I cannot think of another exception. As you know, a great many people have tried to educate the Englishman since ever he existed: the Romans and the Normans, and throughout the seventeenth and eighteenth centuries in a sense the French; and then with the nineteenth century came the habit of the English people being chiefly educated by the Germans, which is probably why they made so many mistakes, and we can see before us now a bright and brilliant prospect of their being educated by the Scotch. (Laughter and applause.) But there are many departments in life in which we are being, I am informed, educated by the United States. But the spectacle of the raw material as you see it before you, the uneducated man, is so deplorable and so daunting that each of those National cultures has recoiled, as it were, from the task, and it has been found necessary to call an assembly of all the Nations of the World—(laughter)—to sit round him and attempt to educate him. He has only got five minutes in which to attempt to repel the attack—(laughter)—but if I were to say anything in those five minutes that had the slightest significance or meaning to anybody, I should be inclined to suggest that the Englishman in his comparative evasion of scientific culture and his very genuine tradition—or what used to be at least his very genuine tradition—of personal liberty does stand for something which should not be left out altogether in generalisations about education.

There is an impalpable thing which nobody can define which is the life in all culture. I do not know what it is. I cannot define it any more than anybody else, but

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if one called it enjoyment I think one would come very near to its nature, and I think that whatever their other faults, the English generally have had a considerable power—with all that is said about their gloom—of enjoyment. A man enjoying himself, for instance, means a man who is able to enjoy himself when he is all alone. That is why we English people always want a railway compartment to ourselves—(laughter)—particularly when we have before us the prospect of getting out of the railway train in Scotland. (Laughter.) And as I say, by all means hurl at me all your vast and organised systems of education, trample me under foot with all your tremendous scientific apparatus, knowledge and culture, but leave some small fragments of me after the operations are over. Let there be, as it were, a kind of a remnant of that original individual love of liberty which is not, I think, altogether valueless to the world. (Applause.)

THE CHAIRMAN: I have now to ask Dr Kundt of Budapest University to give us the message of Hungary.

Dr KUNDT: I have the pleasure to greet you in the name of the educators and teachers of Hungary. Yesterday and to-day you heard addresses of happy sons of prosperous nations. I beg you to hear now the sorrows of an afflicted nation. The Council of the Hungarian Society which I was entrusted to represent directed me to call your attention to the seriousness of the message of Hungary. The Hungarian teachers and educationists are ready to work for the ideals of the Federation. If this peace is international and a true peace, there will be wholehearted working for the prosperity and happiness of mankind. At present the Hungarian teachers are without adequate opportunities of instructing their pupils in the ideals of our Federation. To give you a clear picture of the distress, I beg to give you some figures in connection with it. Industrially the country is in a state of crisis. More than one-third of our factories are at a standstill. The economic breakdown has dreadful social consequences.

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Thousands of our labourers are without work, and the productivity of the country has been reduced by forty-five per cent. The number of suicides, for instance, has increased by fifty per cent. in the last year, and, as Police reports show, ninety per cent, of them are victims of economic failure. Our invalids, War widows and orphans are in a state of desperation. The first effort made by the Government to restore financial stability to the country rendered it impossible to grant more than a pension of twenty-two shillings a year to a War widow with one child, and in the case of an invalid who lost one leg in the War twelve shillings a year.

The fall in the birth rate is very rapid. There is no other country in the world where the birth rate shows such a decrease as in our country. Before the War, for every thousand persons of the population there were thirteen births. Now it has declined from thirteen to six. That means a decrease of fifty-four per cent. More striking is the mortality, and the class which has suffered most in this way is the class of officials. During the last three months 7000 of our officials died, mostly perishing by insufficient food and clothing. The condition of the middle-class is a greivous one. When we went into the War we had a great and efficient staff of officials. Now the Government is compelled to dismiss thousands of excellent officials, thus involuntarily increasing the tribulation of this most distressed class of our inhabitants. The loss of our country's resources renders the Government unable adequately to remunerate the remaining staff of officials. The standard of living is lowered year by year. The distress of Hungary is the consequence of the Peace Treaty. We lost two-thirds of our territory and two-thirds of our population. We lost the greater part of our industry, and the industry left in our possession lost its natural resources. We lost our mines, our ore, our precious metals, our coal, our salt mines, so we are without production in these articles.

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Now, I arrive at the greatest difficulties for the Hungarian teachers in instructing the pupils in our ideas. No less than 3,929,000—or, in round figures, four million souls—have been torn from our country. Our kinsmen in the severed territories are now having a very hard time. Their rights of citizenship have been curtailed, their schools closed and Hungarian youths prevented from studying in our Universities. During the first five years in Transylvania, for instance, out of 3000 Hungarian schools 2285 have been closed and hard measures have been taken against higher educational institutions. Any appeal made to the International Treaty is regarded as an offence, so our kinsmen are deprived of the right to raise their voice in complaint to the world and ask for justice. Ladies and Gentlemen, time does not permit me to further enumerate, but I think sufficient has been said to shew the distress of Hungary. Sincerity is one of the characteristics of my race, and, therefore, I openly disclose to you the obstacles which prevent us from realising the ideals of our Federation, but give us justice and the Hungarian teacher will be the most zealous worker for world peace. That is the message of Hungary. (Applause.)

THE CHAIRMAN: I have now to ask Dr Vocadlo of the Ministry of Education, Czecho-Slovakia, to address you.

Dr VOCADLO: It is a signal honour for me to say a few words on behalf of our country of Czecho-Slovakia, or, if you do not like that uncouth-looking Slavonic name, my native country of Bohemia. Those of you who have seen the leaflet published by the Educational Institute of Scotland have certainly not failed to note this, that the proposal to hold the Conference in San Francisco came from Dr Masaryk, President of Czecho-Slovakia, and I am sure that he will learn with great gratification that this idea has grown into something so helpful and so all-embracing as this Conference in the

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old educational centre of Edinburgh. (Applause.) I may perhaps say that I do not consider it a mere accident that the suggestion came from Bohemia, because there is a very long tradition of education, and especially in the pursuit of the idea of education to peace that came from our country. I shall only mention the name of young Amansimiski, John Comenius, who has been called the father of modern education. I cannot better describe his achievement and his endeavours than by quoting to you a little passage from the prefatory note in a little book on Comenius published in 1892 on the occasion of the Comenius Jubilee by Rector Maurice Paterson of Moray House, Edinburgh. "He counted," he says, "men of every tongue his brethren, recognising their claims on his best endeavours and at their call passing from land to land in the fond hope that his splendid ideal of the restoration of God's image among the children of men by knowledge, virtue and piety, developed through the methods of teaching that he had elaborated, might be realised." In mentioning Comenius, I should like to mention also his Scottish friend, John Durie, who was always associated with Comenius. John Durie was an ardent worker for peace, especially among the Protestant Churches of his time, and he was a son of an Edinburgh Presbyterian Minister. Like Comenius, he devoted his whole life to the promotion of International and Interdenominational peace and friendliness. I may also mention that in the year 1640 a sermon was delivered by a young Bachelor of Divinity to the House of Parliament at Westminster urging them to invite those two scholars to England and give them an opportunity of working out their ideas of International education. The Parliament evidently liked the idea, because we find Comenius and his friend Durie in the next year—that is 1641—in London meeting to discuss their plans. But you surely remember what an eventful and unsettled time that was. The Revolution broke out, and Comenius after a short stay

had to leave London, but during his stay in London he wrote a book which is called "The Way of Enlightenment." Enlightenment here stands for education, and in that book he put the idea of an International education in a very interesting and novel way. I cannot discuss it to any extent, but those of you who have read Mr H. G. Wells's "The Searching of Civilisation" have certainly noticed that the idea of the Bible of mankind Mr Wells ascribes to Comenius was that mankind can reach the stage of International brotherhood only by a common basis of education, and he elaborated it, and I am glad to say that a Liverpool scholar is going to translate this work, which is extremely rare. It is found only in a few extracts which really literally anticipate all the high aims of this Conference. But this is by no means the single link—a noble link, I may say—which connects Scotland and Bohemia. There are many other links, and I should like to emphasise only one in this connection.

Our leading historian, Patalski, who kindled the imagination of his people after the time of the decline of Bohemia, in his monumental history of Bohemia was, as he says in his diary, inspired by the well-known work of the Principal of Edinburgh University, Robertson. This is our great debt to Scotland, and also Hugh Blair, another Professor of the Edinburgh University, he has acknowledged as his great inspirer. Our people have often compared the Czechs to the Scots. It is a great compliment indeed. (A voice—"On both sides.") I remember a learned countryman of mine comparing the Czechs and the Scots. There is much to be learned from the Scots, but in one point we have had the same endeavour, and that is exactly in the department of education. A keen appreciation of education was always found in Bohemia. The revival of Bohemia was really a vast educational effort; not by the sword, not by revolutions, but by the weapons of the spirit have the Czechs regained their independence. "Culture is a thing of the

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spirit," says Principal Barclay of the King's College, with which I have the honour to be associated, "by the spirit it grows and by the spirit it is defended." That was proved in the resurrection of Bohemia. I should in conclusion say only a few words. I do not want to speak on political matters, because I know they have been ruled out, and very wisely so, but I should like to say this: the Czechs have remained faithful to those ideals of Bohemia. Their policy, if you will look at their Budget, does not forget education, does not forget that huge force which is to mould a new world, and thousands and thousands of schools have been created, especially in Slovakia and through Thuringia, a country which had no State schools before, which had no secondary schools, to say nothing of the University. (Applause.)

THE CHAIRMAN: I have great pleasure in asking Miss Conway, Headmistress of the Liverpool School, a lady whose name was in the King's Honours List in the early part of this year, a lady who also plays a prominent part in the educational life of England, and one who exercises a very powerful influence among the teachers in England, to address you.

MISS CONWAY: I did not know I was to be called upon to speak, but I wish to thank our Scottish friends for this chance of meeting together to-day. I think the idea of having a luncheon where we can hear such distinguished speakers is a very happy idea. The conception of this World Federation is a very grand one, and it ought to be one full of good omen for the future of education, but I feel very strongly that if we are to have the best from a World Federation we must all of us in our own sphere do our best in our own corner of the world to make the ideals of this Federation a success. (Applause.) After all, we are all individuals, and we all have to carry out our mission in our own individual way. We have to do good as we think it is good, and if we all act up to the best impulse that is in us, we shall certainly do much to

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help forward the work of the world in education. Of course, we all believe in education implicitly, but I think we must also remember that education alone, when not directed from the very best and noblest motives, can never do the work in the world which it ought to do. (Applause.)

THE MARQUIS OF ABERDEEN: Our distinguished friend from England, Mr G. K. Chesterton, when speaking about Englishmen was understood to make some comparisons with Scotland. We in Scotland claim to be modest as a rule, but I do confess there is a sort of inner consciousness which does not always coincide with that characteristic. I am thinking of a well-known former Scoto-Canadian, Senator Ogilvie, and he found himself in Turkey some time ago, and he was asked to show his passport. He produced it, and the Turkish official said, "Englishman?" He said, "No." The Turkish official said, "But this is a passport visa'd in England," and he asked, "What are you?" The Senator said, "I am a Scotsman." The Turkish official said, "A Scotsman! What is that?" "Well," said Senator Ogilvie, "it is a kind of superior Englishman." (Laughter.) All I can say, Mr Chairman, is that I have been much impressed, and I am sure all the listeners have also been impressed by your admirable management as Chairman, and I should like to propose a vote of thanks and appreciation. (Applause.)

THE CHAIRMAN: I wish to express my appreciation of the cordial way in which you have received the vote of thanks to me as proposed by Lord Aberdeen. I have always learned that an efficient Chairman is one who effaces himself as much as possible and acts strictly in accordance with the advice given him by his Secretary. I have tried to do that to-day. If there is any credit going, again Mr Pringle is due a large share of it. (Applause.)

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Wednesday, 22nd July.

Chairman—Sir CHARLES CLELAND, Chairman of
Glasgow Education Authority.

Address by R. V. GOGATE, India.

Speaking to a gathering of this kind, consisting of educationists from all over the world, I feel like comparing our World Federation of Education Associations with that great international organisation, the League of Nations. The latter is a political body endeavouring to bring about co-operative understanding and goodwill among nations. The political nature of this League requires it to deal with the Governments of various nations. It necessarily considers the peoples of any country indirectly and incidentally, while our World Federation of Education Associations is primarily a non-political and non-partisan organisation endeavouring to bring about understanding and goodwill among the peoples of the world through educational co-operation. This enables our Federation to consider human beings and their problems directly and to co-operate with Governments in so far as they serve in the capacity of agents for those whom they govern. Our Federation has created a platform on which free and subject, educationally progressive and backward people could stand side by side and submit candidly and fearlessly their peculiar educational difficulties and solicit the world at large to offer sympathy and solutions for the same.

Speaking for India, I must explain that my people, broadly considered, are divided into three major groups in terms of the control that guides their educational destinies.

The first group consists of people who inhabit the provinces that are under the direct rule of the British Government in India. The second group comprises the people inhabiting those parts of the country which are

under the rule of the Indian potentates. The third group is of more recent formation. Since the outbreak of the European War in 1914, the awakened national consciousness of the Indian people has become materialised into a power embodied in the Indian Congress. This power has influenced the course of educational life of millions of Indians during the past few years, and it must be duly considered in the deliberations at this International Congress on Education.

In India there is little work done towards organising teachers' associations on the lines of English or American Teachers' Unions. Indian universities, governmental or public, however, are large educational bodies, and since they carry on practically the whole administrative part of education in India, they should be permitted to become members of this World Federation. Under the constitution of the Federation, as it stands now, these universities individually cannot become members, but I hope that in the course of the revision of the constitution the Federation may see fit to modify the conditions of membership and grant Indian universities free admission. (Applause.)

If the Federation sustains its present liberal attitude and undertakes to face the educational problems of all peoples from all countries through direct conference with the people's organisations and people's representatives, it will succeed in vindicating the great potentiality and promise it is conceived to possess. I feel sure that such a policy will be adhered to by this Federation in view of the splendid spirit of co-operation and tolerance that is being displayed in the workings of this Conference. I thank you all, fellow-delegates, for the kind indulgence you have shown in listening to me. (Applause.)

Dr SUBOTIC, Jugo-Slavia: I have a message to give. Next month, from the 23rd to the 28th of August, an International Congress on Secondary Education will be held in Belgrade under the patronage of His Majesty King

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Alexander. It will be the seventh annual Conference conducted by the International Bureau on Secondary Education, in which fourteen nations are represented so far. The President of the Society of Serbian Schoolmasters has asked me to convey to you their cordial greetings and to invite the delegates here present who are interested in secondary education to attend this Congress. Particulars of the Congress can be obtained from the General Secretary of the International Bureau, who is one of the French delegates, or from the Serbian Legation in London. Perhaps I had better explain to those who intend to go where Belgrade is. (Laughter.) In pre-War days it used to be the capital of a small kingdom called Serbia. Now, Belgrade is in the Kingdom of the Serbs, Croats and Slovenes, a name invented at the Peace Conference. It is also known under the name of Jugo-Slavia, which means the land of the Serbs, Croats and Southern Slavs. You should not confuse this name, as is usually done, with Czecho-Slovakia, and by mistake go to Prague, which is the capital of that department. (Laughter.) If you did that it would be wrong, and besides, it would betray your ignorance of post-War geography. (Laughter.) Once you reach Belgrade and do the hard labour of that International Conference, and after it is over you decide to travel from Serbia to Montenegro and Bosnia, which are all component parts of Jugo-Slavia, do not say as I have heard some British people say, "I spent a few days in Belgrade and then visited Jugo-Slavia." It would be as much as to say, "I spent a few days in London and then visited Great Britain." I mean the invitation, of course, to delegates of all other countries as well as Scotland and America—England, for instance. (Laughter.) They will be welcome in Belgrade, because I am told the Serbs are a hospitable folk, and if the Scots say so, we ought to believe them, because they seem to know something about hospitality. (Applause.) They also know the Serbs well. Hundreds

of thousands of them stood shoulder to shoulder with the Serbs when their backs were to the wall. The work of the units of the Scottish Women's Hospitals in Serbia and the name of the late Dr Elsie Inglis—(applause)—have not been and will never be forgotten by the Serbs. May I just mention another point. I have noticed that one of the first things in the constitution of the World Federation is that each Government should appoint educational representatives to their Legations. It may interest you to know that my country established five years ago such posts attached to our Legations in London, Paris, Berlin, and Prague. Applause.)

The Rev. J. H. MACLEAN, India: It is my privilege as one of the delegates from India to add a few words to those spoken by Mr Gogate. I do not know whether you have noticed that India ranks fourth in numbers in the Conference, coming next to England. Forty per cent. of India might differ in many ways, but they work together for the great cause of education. An opinion has been expressed as to whether we come here to learn. We noticed on the opening day when we were cordially welcomed by a number of friends that they seemed to assume that the people from outside Scotland had come to learn. There were one or two modest enough to admit that Scotland had something to learn from those coming from abroad. Well, we from India have come to learn, but I do not admit for one moment that India has nothing to teach the world. A country that can produce a great soul like Rabindranath Tagore has something that it can teach others. We are here to learn about different types of education. India has a number of universities which are very modern indeed, even more modern than Edinburgh, and being modern, there is a certain touch about them of juvenility. Don't be too severe altogether on them. Some of us represent a different type of education. Representing as I do the Christian Education Council of India, Burma and Ceylon, we are in touch with all sorts of education.

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Since I could not be in two places at once, it seemed to me that I had better choose the section of illiteracy, because that is the great problem of India at the present moment. In India we have only some eight or nine per cent. of literates. Over ninety per cent.—nearly 300,000,000 of the 320,000,000 of India—cannot read or write their own tongue, and of the women and children we have a little over two per cent. of literates. So we are glad to come to this body where the subject is being discussed. We find that other countries are struggling with the same great problem. We are glad to be associated with this great Conference, and we trust that in future it will be possible for India to take part in a great world-wide Conference like this. We ask your sympathy. The Missionary Society some time ago appointed a Commission to go into the question of the conditions of the villager in India. But not only Missionary Societies, every body is considering how this great reproach can be rolled away. Don't try to find out who is to blame, whether it is the blindness of the Indian Government or social customs; waste no more time on vain discussions; we ask your help and sympathy and we rejoice in being part of this great Conference. (Applause.)

Mr EDOUARD REY, France: I have been appointed to represent the high schools of my country at this important gathering, and as their delegate I bring you their greetings. You can place your faith in our French teachers to do all in their power to spread throughout the world the ideal of peace and understanding with which I am sure we are all animated. France is ready to co-operate on her side to restore a condition without which progress is impossible, labour is lost, and efforts are in vain. I must say to you with what pleasure I have the honour of representing my colleagues in this beautiful country. Indeed, the noble Scottish nation's history has shown its friendship for France, and I thank our Scottish colleagues for their cordiality and hospitality which I shall never forget. (Applause.)

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HERR HÖHNE, Berlin Council of Education: The heartiest greetings and expressions of good feeling as between colleagues are conveyed through us to the World Federation of Education Associations from the German Teachers' Union and its Executive Board. (Applause.) The German Teachers' Union, with a membership of more than 150,000, who in an overwhelming majority are exercising their influence as teachers at German public schools, feels called upon as the strongest and most unprejudiced of all our teaching unions to represent the German scholastic and educational profession of our country at your highly important World Congress. We therefore beg to tender your esteemed Scottish National Committee our sincerest thanks for the invitation kindly extended to our Association by your Secretary-General, and also for the frank welcome with which you have received us. We feel to be at one with you in the endeavour to smooth the way for an international understanding with regard to the momentous educational and scholastic questions which are agitating the whole of the cultured world at the present time, which are to promote an international reciprocity, to foster a feeling of goodwill and to bring about a mutual co-operation in the interests of justice and equity. (Applause.) It gives us special satisfaction to be able to state that we are acting completely in accord with the spirit of our new Republican Constitution of 1919—the spirit of the German nation which aspires to personal and professional efficiency, moral training, and reconciliation amongst the nations. (Applause.) As concerning our Teachers' Association, we are well aware of bygone traditions, and by our participation in this great Congress shall endeavour to rejoin the severed threads which in happier days had bound us to the professional organisations of teachers in most of the civilised States of the world. In this connection you will permit me to remind you that the German Teachers' Association has been affiliated with the International Bureau of Teachers

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at Brussels since the year 1908. This Bureau had framed its Statutes according to our own suggestion, which was to aim at the creation of bonds of International friendship and homogeneousness between the members of the teaching profession, and thereby to foster a peaceful reconciliation among nations. The representatives of our Association have regularly taken part in the meetings of the Bureau and the International Congresses convened by it. On two occasions, in 1909 and 1913, I had the extreme honour of personally conveying to the National Union of Teachers, which is again so strongly represented here to-day, the friendly and neighbourly greetings of our Union. It does not appear to me superfluous, and I trust it may not be looked upon as presumptuous, if I emphasise the fact that the delegates of that Union and myself were the only foreign representatives that appeared at the last meeting of the International Bureau at Copenhagen in August, 1914. In our opinion, the reconstruction of cultural interests which have been rudely disturbed by the great events of world-wide influence during the past decade will be best answered if the tutors and teachers among all different nations once more come together with the honest intention, in the first place, of arriving at some understanding, and then, by their united efforts, directing the young generation along the road leading to a happy future, and perchance even into a more distant land where goodwill, perfect harmony and justice have an abiding place. (Applause.) It is the sincerest wish of the German delegation that the World Federation of Education Associations will be a shining beacon on the road already referred to, and filled with gratitude we greet you with the old German miners' greeting "Luck to you." (Applause.)

Professor WELINKAR, India : Ladies and Gentlemen—may I not rather say now, fellow-delegates—(applause)—your beautiful and great City of Edinburgh has been referred to many times during the past few days as the

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Mecca of Education, and rightly so, and we who come from distant places to this holy city of education may well think of ourselves as pilgrims to this centre of education. But the pilgrims who visit Mecca have great hardships to endure. They have to stand with bared heads under a burning sun and with bared feet, and it is no easy job to perform this kind of pilgrimage. But we pilgrims to your Mecca have had a very different and a very much more pleasurable experience. We have been overwhelmed with hospitality. On all hands we have had evidences which have touched us of the kindly feeling that animates your great country and your great people. It was your poet, Robert Burns, of whose living words not only this city of Edinburgh but the whole of Scotland is reminiscent, who told us that for all the strife, all the misunderstandings, and all the prejudices which are to be witnessed in the world, "The time is coming when man to man shall brothers be." (Applause.) We in India and other parts of the world have treasured those words as containing a great deal, and as prophetic of the time that is coming when man to man shall really and truly be brothers. During these meetings it has seemed to me as if that great ideal of which your great poet sang in ever memorable words has been clothed with flesh and blood, and when we see these wonderful meetings at which we have realised our common humanity, those ties of love by which all men are essentially bound together, then it is impossible to think that that time will never come. (Applause.) This gathering of many nations in an atmosphere of pervading love and fellowship cannot be forgotten, I am sure, by anyone who has taken part in it, and we shall carry it as a life-giving memory to the end of our days. (Applause.)

Mrs HOWARD GANS, New York: The teachers' difficulties would be very much reduced by the education of parents. In the United States a small group of people have been for nearly 30 years trying to develop a technique

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of parents' education. That is not trying to skim the surface and have superficial lectures on a variety of subjects of which nobody who is not quite prepared can quite understand the full significance, but to have small groups organised in which the behaviour problems, physical, mental, moral, and spiritual problems of the children can be understood by all types of parents, beginning at the bottom or beginning at the top, as you will, with the college graduate mother, of whom some of the groups are composed, to the foreign mother, to whom everything must be interpreted; but they all want to know what they shall do with their children when, *e.g.*, they tell lies, when they need punishment, and when they are confronted with similar problems. For a long time that work was very small and was being done by a tiny band of people, until two years ago when the Rockefeller people said that in dealing with delinquency and with many other problems with which they were confronted throughout the country they found that unless they could find a way to reach the parents the work had little permanent value. And so they have made it possible for the work to be developed in many centres, and the interesting and hopeful message that I have to bring is this, that now that we realise that parents must be educated, parents are beginning to realise that they want to be educated, and that there are now a few Universities in the United States that are including child study in their programmes and the preparation for the teaching of students in their courses, and that these Universities are beginning to train the people to work with parents. I feel quite convinced that at the next Conference there will be on the programme a place for parent education. I would like very much to say a word about the Universities that are already beginning to introduce child study into their courses. The Teachers' College of Columbia has recently opened a child institute, and for two years the work in child psychology and child hygiene has been supplemented with field work

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in the groups that are working with mothers. The Universities of Iowa and Toronto and the MacGill University have already started courses in child study with parents, and the following are in process of organising such institutes—the Universities of Minnesota, Cornell, William and Mary College, and Chicago University. It is just a word, that there is a hope for parent education, that I wish to bring. (Applause.)

THE CHAIRMAN: The obvious solution of the difficulty would be to abolish parents. (Laughter.)

Dr HARTOG, C.I.E., Vice-Chancellor, University of Dacca, India: As the representative of an Indian University which is almost entirely staffed by Indians, I desire to join in thanking Edinburgh and Scotland for the splendid welcome which has been offered to the representatives of educational bodies from overseas. I sympathise entirely with my friend in his suggestion that the Indian Universities should be represented on this Association, and I cannot myself see where the difficulty comes in. I feel that this Association will work for good. I have nothing really fresh to say except—and this is nothing fresh—that I join entirely in the view that it is the duty of the teachers in every country of the world to work for understanding and peace. (Applause.) I believe that the students and teachers of India are entirely animated by that ideal, and I shall take back to my own University the message of goodwill which emanates from this great gathering. (Applause.)

TEMPERANCE BREAKFAST TO THE DELEGATES.

The delegates of the World Federation of Education Associations were the guests at breakfast on Wednesday morning, in the North British Station Hotel, Edinburgh, of the National Temperance League.

Sir DAVID PAULIN, F.R.S.E., F.F.A., Vice-President

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of the League, presided, and extended a warm welcome to the visitors. Edinburgh, he said, had been favoured for many generations by its unique educational facilities. The great University included a medical school second to none in the world. (Applause.) Its banks and insurance companies had been conducted with great ability and success. Princes Street and the Castle Rock would linger in their memories. He hoped they would carry away pleasant memories of their beautiful city. The National Temperance League, which had brought them together that morning, had been in existence for sixty-nine years. Its work had been largely educational and scientific. It existed for the purpose of investigating the action of alcohol upon the human system and the national life, and for making known the progressive evidence derived from medical, economic, and social science. The President of the League was Sir Thomas Barlow, Bart., K.C.V.O., M.D., F.R.S., whom he had known for forty years. As President of the League, he would always be a live wire. As manager for a lengthened period of a life assurance office, the Chairman said that he had himself studied closely the effect of the uses of alcohol on health and longevity. Official statistics issued by the Registrar-General indicated an exceptionally heavy mortality among persons connected with the liquor trade.

The Rev. Courtenay C. Weeks, M.R.C.S., L.R.C.P., in the course of an address, said that the League was a non-political and non-sectarian society. They carried on their work mainly by lecturing in the big public schools and educational institutes in the country, and sought to bring before the various specialised and scientific societies at their annual conferences the latest evidence with regard to alcohol. What had drawn them all thither could be summed up in one sentence—they existed for the achievement of a world citizenship. Citizenship had been defined as a right ordering of our several loyalties. Round the child, in whom they were all so intimately interested, he

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saw a series of concentric circles, circles representing the child's home, the school, it might be the church, the city, the nation, the world, and round all and through all, God. Citizenship meant the right ordering of loyalty to these and to that great world brotherhood that lay at the back of all their minds and hopes. He had no hesitation in claiming that there was no one thing that hindered these several loyalties like the prevailing effect of alcoholic indulgence over large tracts of the national life. The child was a bundle of possibilities, the fruit of the past and the seed of the future. In the words of the late Dr Ballantine, of Edinburgh, alcohol was a menace to child life at every stage of that child's existence, and through both parents. It was a menace in the germinal stage, in childhood, and in adolescence. It was a racial poison, undermining health and strength in all sorts of directions, and becoming, in the light of scientific experience, one of the most powerful agents operating against them in their educational work. He appealed to them, as having in their care the home-makers of to-morrow, to give their sympathy and help.

A vote of thanks to Sir David Paulin was passed, on the motion of Miss Mary Tweedie, seconded by Dr Kimmins, and supported by Sir Thomas Henderson, Hawick.

THE WORLD GETTING BETTER.

An American's Peace Plan.

A complimentary luncheon was given to Dr Augustus O. Thomas, President of the Federation, in the North British Station Hotel on Friday, when Mr Raphael Herman, U.S.A., founder of the International Peace Plan, acted as host.

Among those present were the Marquis and Marchioness of Aberdeen, the Earl of Elgin, Mr J. Ramsay Macdonald, and Lord Provost Sir William and Lady Sleigh.

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Proposing the toast of "The Guest," Mr Herman likened Dr Thomas to President Lincoln, because, Mr Herman said, of his humanity, his simplicity and directness of speech. In relation to the Peace Plan Dr Thomas had borne the brunt of the work, and to him it had been a labour of love and joy.

In reply, Dr Thomas said he had no patience with those modern philosophers who believed that the world was getting worse. It was getting better. (Applause.) Whatever crisis might occur, civilisation was advancing step by step.

He did not think the War was such a calamity as it was sometimes supposed to be, because out of the catastrophe might arise the greater progress of the human race. (Applause.)

There seemed to be but one field upon which the nations could all marshal without contention and without bias, and that was upon the field of education. (Applause.) Therefore it was conceived that representatives of the nations should sit down and tell each other what their ideals were and what they were struggling for.

To Mr Herman they owed a debt of gratitude for his munificent gift of 25,000 dollars to found the Peace Plan. Mentioning that the prize had been awarded to Dr Starr Jordan, U.S.A., Dr Thomas said he thought that a great deal of good might arise out of the scheme.

Mr Ramsay Macdonald, in proposing the toast of "Our Host," said he was glad that Mr Herman had taken great care that the administration of his endowment would be kept in the hands of a living body, and not in those of sheltered and independent committees. He congratulated Mr Herman on the fact that his endowment was not to be used in mere propaganda, but in the direct purpose of promoting his inspiring work. (Applause.)

The Earl of Elgin also spoke.

EXCURSIONS

A DAY OF EXCURSIONS.

On Thursday, the Delegates forsook serious business to see something of that Scotland portrayed in romantic literature and in the tales of the tourist. They were given the choice of three whole-day tours—one to the magnificent scenic arena of the Clyde firth and its lochs, another to the romantic borderland, the glamour of which has been diffused by the genius of Sir Walter Scott, and a third to ancient St Andrews, with its historic traditions and great golfing fame. Each of these excursions attracted large parties of the delegates, who by all accounts enjoyed the outings exceedingly. Those who preferred to spend the day upon a closer exploration of Edinburgh and its environs than could be made when conference business demanded attention were offered the hospitality of many local organisations, and in the afternoon a garden party was held in the grounds of Craiglockhart House.

The Clyde Tour.

The contingent who took part in the cruise on the Clyde left Edinburgh by special train shortly after nine o'clock and travelled to Gourock, where they embarked on the turbine steamer *Duchess of Argyll*. The vessel cruised round the Tail of the Bank to the Gareloch and up the Holy Loch, Loch Long, and Loch Goil. Thence the cruise was continued along the Cowal shore and into Rothesay Bay. After a run into Loch Striven the steamer passed through the Kyles of Bute to Loch Ridden. The return was made round the Garroch Head to Wemyss Bay, whence the special train brought the party back to Edinburgh about nine o'clock in the evening. The excursionists had lunch and tea on board the steamer.

The Border Tour.

The tour of the Scott country was made by charabanc, the party leaving shortly after ten o'clock. The route

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lay southward by Gilmerton, past the policies of Melville Castle to Eskbank, then down by Newbattle Abbey and Dalhousie Castle before climbing the long, upland, picturesque slope to the breezy Middleton Moor. Then followed a long run down the winding Gala Water to Galashiels, where lunch was taken. From that point the party travelled by the Ettrick Bridge road to Abbotsford, where they stayed for about an hour. Another stop was made at Melrose Abbey. Passing through St Boswells and crossing the Tweed again the excursionists came to Dryburgh Abbey, and, travelling over the rise past Bemersyde House, reached Earlston for tea. The last section of the route lay up the valley of the Leader Water to the ancient burgh of Lauder and thence back to Edinburgh.

St Andrews Visit.

About eighty of the delegates enjoyed an excursion to St Andrews. They arrived in the forenoon, and were met at the station by a number of local educationists and representative citizens. Bailie Mackie conducted the party round the city and described the places of interest. A number of the delegates, through the courtesy of the Green Committee, played a round of the Old Golf Course.

A luncheon was held in Rusack's Marine Hotel, the party of delegates and guests numbering over 100. Ex-Provost Sloan, St Andrews, presided, and welcomed the delegates in the name of his fellow-citizens. He said:—As St Andrews was the seat of the oldest Scottish University, it was only fitting that it should extend a welcome to such an Association as theirs. St Andrews had done a great deal for learning in the past, and was doing a great deal to-day. It was not only the seat of the oldest Scottish University, but also the seat of schools whose reputation had spread all over the world.

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He hoped they would carry away with them memories of the old city that would remain with them.

Bailie Mrs Ella Millar, replying for the delegates, said they had been told that Edinburgh was the Mecca for education; St Andrews was certainly the Mecca for golf. They had to thank the authorities who had arranged this delightful excursion to St Andrews.

The toast of "The City of St Andrews" was proposed by Mr David Allan Robertson, U.S.A., and Bailie Mackie, St Andrews, briefly replied.

Mrs Fern Andrews, U.S.A., proposed "The University and Schools of St Andrews," and the Very Rev. Principal Galloway, St Mary's College, and Miss M'Cutcheon, headmistress of St Leonard's School for Girls, replied to this toast.

Miss Yore, U.S.A., proposed "The Royal and Ancient Game," and Mr W. N. Boase, R. and A. Club, replied.

In the afternoon the delegates were entertained at a garden party held in the grounds of St Leonard's School for Girls, Miss M'Cutcheon being the hostess.

Masonic Privileges.

Among the delegates were many Freemasons, and arrangements were made for their attending a special meeting of the Lodge of Edinburgh (Mary's Chapel) No. 1, at which a second degree was worked. This lodge is believed to be descended from the masons brought from Strasburg by David I., King of Scotland, to build Holyrood in 1128. It is said that this lodge has the oldest written masonic records in the world. Lodge Canongate Kilwinning No. 2, St John's Chapel, also opened its doors to visiting brethren. Many of the members are engaged in various educational spheres. The lodge, one of the oldest in existence, conducts its ceremonies in what is regarded as the oldest masonic

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chapel in the world. Poets laureate of the lodge there have been in the persons of Robert Burns, James Hogg, the Ettrick Shepherd, and Rudyard Kipling. Many distinguished statesmen, soldiers, authors, divines and even monarchs are honorary members of this lodge. Visitors saw the working of a third degree.

A dozen Golf Clubs in Edinburgh gave the courtesy of their greens during the period of the Conference. Lawn tennis and bowling greens were at the disposal of delegates, and arrangements were made to hold a representative bowling match of an international character. The official badge also gave right of entry to half a dozen swimming ponds in and around Edinburgh.

CIVIC RECEPTION, FILMS AND CONCERTS.

[The following accounts are mostly taken from the Press reports, but for that of the Film Exhibitions, the Editor is indebted to Mr David Cowe, Superintendent of Physical Training, Edinburgh Education Authority.]

CIVIC RECEPTION.

Tuesday, 21st July, 1925.

A memorable function in connection with the Conference was held on the Tuesday evening when the Delegates attended a Civic Reception in the Art College. Over 1600 guests were present and a splendid opportunity was afforded the Delegates of becoming acquainted with each other in an informal manner.

EDUCATIONAL FILMS.

Tuesday, Friday, Saturday.

For the first time at a Congress of Educationists in Great Britain, cinematograph films were utilised to show some aspects of education and kindred public services. Five films were available for exhibition, viz.:—Belgian, Edinburgh, Glasgow, Jersey, U.S.A., and The League of Nations. The exhibitions were held at stated times in the Synod Hall, Edinburgh, which has seating accommodation for 2000 people. The following description of the respective films is necessarily brief.

Belgian Film.

The Belgian film consisted chiefly of views of propaganda work in connection with child welfare, the interior of clinics for children, clinical examinations, routine administration, and treatment of specific cases; provision for hospital accommodation, and the after-care of patients in special institutions situated in a healthy environment.

Edinburgh Film.

The film contributed by the Education Authority for

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Edinburgh depicted a comprehensive range of educational subjects under the title of:—"Men and Women of To-morrow."

The first picture on the educational ladder showed a Kindergarten School for pre-school age children, which was followed by portrayable phases of the curricula in Primary, Intermediate and Secondary Schools, among which were:—Infant Class at "Daily Devotion," "A Nature Knowledge Lesson," "The Montessori System," "Physical Exercises and Games." The subjects in Primary Schools depicted were:—Art, "A Visit to the Royal Academy"; Commercial Geography, "A Lesson at Leith Docks"; Natural History, "In School and Zoological Gardens," etc. The various stages of the film led up to the "Final Examination" and the "Entry of the Pupil into Edinburgh University."

The work of the medical department was fully filmed, introducing:—"Dental Treatment," "Ear, Nose and Throat Treatment," "Defective Vision" and "Skin Cases." Interesting pictures of special schools for mentally deficient and physically defective children were given, showing a varied scheme of instruction in "Basket-Making," "Rug-Making," "Boot-Repairing," "Gardening," and other useful occupations.

The third section of the film was devoted to post-school education in Edinburgh Evening Continuation Classes, an exceptionally interesting aspect of education, in that the annual voluntary enrolment is almost 22,000 in a city where the day school population numbers 66,000. This instructive film displayed an extensive scheme of industrial, commercial, technical, and art classes, realistically portrayed in practical settings. The picture showed propaganda work by members of the Education Authority addressing meetings in work-shop and factory to stimulate enrolling, and a varied selection of classes at work, which are too numerous to mention.

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A pleasing feature of the series was the film which provided glimpses of the hundred acres of playing fields belonging to the Education Authority, showing seasonal games and sports in progress.

Glasgow Film.

The film presented by the Education Authority of Glasgow, chiefly concerned their social services, opening with a view showing the preparation of the meals for necessitous school children at a cooking depot which is capable of providing 70,000 meals daily.

Pictorial representations were shown of Glasgow Nursery Schools (10 in number) for children from 2-5 years of age, whose Mothers cannot attend to them at home during the day. The pictures included "Washing Up," "Daily Siesta," and the "Games Period."

The next part of the film was confined to outdoor recreation, a considerable portion of which showed lengthy pictures of "Rugby football," "Association football," and "Hockey Matches."

Jersey, U.S.A., Film.

The Education Board of Jersey, U.S.A., provided what was popularly known as the American film—a splendid production consisting of an exceptionally interesting series of phases of education. This exhibit was notable for the scope and variety of the subjects shown, completeness of details and for the excellence of the photography.

The precautions taken for the safety of the children were shown by a scene in a busy thoroughfare, where the traffic was being held up while the children were marched across the street after leaving school. Medical inspection and treatment received a large measure of attention and was very fully and effectively demonstrated. A part of the exhibit which evoked special attention was the comprehensive scheme of vocational classes for pupils completing their day school studies, with a view to

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ascertaining the particular bent of the individual boy or girl; the pictures showing completely equipped work-shops or other appropriate surroundings, with modern machinery and other mechanical devices. The drama was represented by a prettily staged scene from Hamlet, and music was identified with school orchestras.

The League of Nations Film.

This entirely new production was available for only one exhibition towards the end of the Congress and was being shown for the first time. The film dealt graphically with many details and statistics of the changes resulting from the Great War and depicting instances where the League of Nations had already successfully exercised its function.

MUSIC DEMONSTRATION.

The pupils of Boroughmuir and Broughton Secondary Schools gave an exhibition of secondary school music in the Usher Hall on Tuesday afternoon before a large audience of delegates to the Conference and the general public.

The programme submitted was catholic in range and full of interest. Schubert's "Hymn to the Almighty," sung by the full choir of 400 voices, was thrilling in its climaxes, and the effect of these fresh voices in full unaccompanied harmony in "Come, Sweet Music" was impressive. Miss Daisy Badger, M.A., L.R.A.M., and Mr Herbert Wiseman, M.A., contributed at piano and organ respectively.

THE ROMANCE OF POETRY.

One of the most interesting demonstrations in connection with the World Federation Conference on Education was the poetry recital given by Miss Marjorie Gullan's verse-speaking choir, in the Usher Hall on Wednesday evening. Miss Gullan's aim is to make the romance of

poetry felt as a living reality in the life of the community. As a first step in this direction she secures the interest and co-operation of the children by training them to become one with the soul of poetry. The performance was an artistic success, and was greatly enjoyed by a large and appreciative audience.

ORPHEUS CHOIR.

Mr Ramsay MacDonald on Scottish Song

[From the *Edinburgh Evening Dispatch*.]

A memorable item in the week's programme of the world educationists was carried through in the Usher Hall, Edinburgh, on Thursday evening the 23rd July. The majority of the delegates attended, and were evidently greatly charmed with their introduction to Scottish song as only the Glasgow Orpheus Choir could interpret it. The concert was given under the auspices of the Edinburgh Conference, and, while the Choir were to be once more congratulated on a splendid display of the supreme quality that has given them wide-spread fame as a choral combination, they were due cordial thanks for their ungrudging services. When it was learned that they had come together on the Usher Hall platform after a three months' vacation without a rehearsal and that—this being the Glasgow holidays—they had assembled from all parts, not without some little difficulty, the audience warmly expressed its appreciation.

It would be more than superfluous to praise Mr Robertson and a choir which has made history for itself, but it will suffice to say that the success of their efforts lay in a most enjoyable entertainment, and an audience could hardly have been more clamorous for encores.

CIVIC RECEPTION, FILMS AND CONCERTS.

Reviving Scotland's Soul.

A little surprise was in store for everybody at the close when the ex-Premier, Mr Ramsay MacDonald, rose from where he was sitting in the gallery with the Marquis of Aberdeen, Sir Alexander Grant, and Dr A. O. Thomas, President of the World Education Conference, and proceeded to the platform to pass a vote of thanks in the name of the International Delegates. He was received with loud and long cheering.

Mr Robertson and his colleagues, said Mr MacDonald, had come there out of the fulness of their hearts, because there was music in them, to show their international friends that, however poor Scotland might be, it was very rich in song. They were reviving the soul of Scotland and it was very appropriate that they should come to take their part in international education by showing what kept the Scotsman breasting the world when the world was against him—all the thoughts, emotions, and aspirations of his native song.

He thanked the choir for what he described as a treat and a musical revelation. (Applause.)

Mr H. S. Robertson, on behalf of the choir, briefly returned thanks.

DELEGATES AT CHURCH.

Three Great Educators.

A Church Service of the Conference Delegates was held in St Giles' Cathedral on Sunday afternoon. In addition to this, which was regarded as the official service, large numbers of the delegates attended the forenoon services in St George's U.F. Church and St Mary's Cathedral, where accommodation was specially reserved for them. At the service in St Giles' Cathedral there was a large congregation, notwithstanding the unfavourable weather. It is seldom that the historic building receives within its walls such a diversified gathering—men and women of different languages, races, and creeds—as the Right Rev. Dr Harvey, Moderator of the United Free Church of Scotland, pointed out, but all united in one great purpose. Those who took part in the service, in addition to Dr Harvey, were the Very Rev. Dr J. N. Ogilvie, the Very Rev. Dr D. Mackichan, the Rev. Wm. Nelson, and Dr A. O. Thomas, President of the World Federation of Education Associations.

The Rev. Dr HARVEY based an inspiring sermon on Romans xi. 33 to 36.

O the depth of the riches both of the wisdom and knowledge of God! How unsearchable are His judgments, and His ways past finding out!

For who hath known the mind of the Lord? or who hath been His counsellor? Or who has first given to Him, and it shall be recompensed to Him again?

For of Him, and through Him, and to Him, are all things: to whom be glory for ever. AMEN.

We are gathered together in this ancient House of God—men and women of different languages, races and creeds, but of one blood—that we may worship the great God in whom we live and move and have our being—the Father of our Lord Jesus Christ of whom the whole family in heaven and earth is named.

The supreme interest that has brought us together is that perpetual miracle of human life that lies between

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birth and death, and how it is to be worthily moulded from one generation to another. It is the problem of child life and child nurture in the onward progress of mankind. No words of mine can add to the eloquence of the President of the Federation as he set forth the importance and magnitude of the Education of the human race.

More than a hundred years ago (A.D. 1806) the great German writer—Richter—wrote these words: "In the world of childhood all posterity lies before us, upon which we, like Moses upon the promised land, may only gaze but not enter. . . . If there were a perfect and all-powerful system of Education, and a unity of Educators with themselves and with one another: then, since each generation of children begins the history of the world anew, the immediate future and through it the distant future (in which we can now gaze and grasp so little), would stand much more fairly in our power."

I take it that the "World Federation of Education Associations" has been established to secure this "Unity of Educators with themselves and with one another" of which Richter wrote.

If the nations are being leagued together in the interests of World-Peace: if the Churches are drawing together into closer fellowship: then it is of the highest importance that the Educators of all lands should combine to build up in the coming generation an educated manhood and womanhood—a highly disciplined standard of character and a spirit of goodwill among the youth of every land. The Education of the children lies at the very foundation of national progress. "The fate of empires—the fate of the world—depends upon the education of youth."

We, in this little land of Scotland, which owes so much to education through our schools and universities, *welcome* this world-wide effort to unite all lands in the great enterprise and *wish* it God-speed, until all the world over peace and goodwill shall reign among men.

DELEGATES AT CHURCH.

One preliminary remark I may make from the Scottish standpoint. In the education of youth there are three great educators, which must work with each other if education is to be stable and complete: the *Home*, the *School* and the *Church*. We cannot isolate them from each other even if we would. They are closely related to each other. Each has its own place in the economy of education and its own contribution to make. Utopias may banish the one or the other but in practical life they stand together. Nothing can replace the most primitive of all educators—the mother's love and the father's care. And with us in Scotland at least no education is complete without the instruction and discipline in the things of the spirit. Our Scottish Church had its schools before the State discovered the importance of the education of her youth. Religious and secular education went hand in hand.

I have chosen these words of the Apostle Paul as the subject of our meditation in this hallowed place, as they form a great doxology. In doxology we get nearer to one another than in dogma. The spontaneous song links us together when opinions may separate.

What was the experience out of which Paul sang this song? Paul had been thinking and reasoning over a great problem of his time—the rejection of Israel as a nation—the seeming severity of God. What did it mean? How was it to be explained? How could he assert eternal Providence and justify the ways of God to man? He felt his inability and as he brooded he fell on his knees, and looking upward burst forth into this doxology of mingled wonder and praise—"O the depth of the riches both of the wisdom and knowledge of God! How unsearchable are His judgments and His ways past finding out!" It is:—

1. *A Confession of Ignorance.*

To us as to Paul there are mysteries that elude the search of the intellect. The function of the intellect is

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to gain knowledge. The intellect adds fact to fact, grasps them, reasons about them, builds up its systems, offers its explanations, and presses to the heart of it all. What is it? How is it? Why is it? But it cannot explain all.

It is a confession of ignorance and impotence in the presence of the unknown.

Strange as it may appear, the confession of our ignorance is the first step in our progress upwards. And until we recognise our limitations—and see that we are but children amid the vast spaces of God's universe—we will not reach the assurance and the song.

But I see in Paul's doxology another element:—

2. *The Discipline of Humility.*

In the pursuit and acquiring of knowledge the temptations that beset the intellect are many and insidious.

There is the temptation of *self-sufficiency*. Our little heap of knowledge is all. There is no more to be found. Contentment of this kind narrows the mind and hinders progress.

Then there is the temptation of *agnosticism* and *scepticism*. Limits are set to what may be known, and the seeker after truth stops his quest. But if the instruments used are insufficient, finer instruments may still be found that will discover the object of search. The intellect is not the only avenue of knowledge. God Himself may be found by the childlike heart.

Now in the presence of mystery the true attitude is *humility and patience*. Bernard of Clairvaux speaks of humility as a virtue of the intellect as well as of conduct. The wisest and greatest of men have confessed their ignorance most and been the humblest. The classic words of Newton will occur to you—"I seem to have been only like a boy playing on the seashore and diverting

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myself in now and then finding a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me."

Paul is drawn on with reverent eye to watch and see. The strangeness of God's Providence attracts rather than repels. And it is for us with our present day problems reverently to follow in the footsteps of the Apostle, for we find running through this doxology:—

3. *The Perception of God and of His gracious Purpose.*

Paul passes on in his reasoning and argument; and, as he seeks to pierce the darkness and scan the horizon, he sees a shaft of light striking across the troubled waters and cresting the waves with its gleam—it is the mercy of God—"mercy upon all."

In other words the background of all progress is God. Behind all our plans is the Eternal mind. Within the instinct of the bird and the intelligence of the child is God. Beneath the growth and development of life—all "through the ages one increasing purpose runs" and it is the purpose of God fulfilling itself in many ways. As Whittier puts it:—

Who fathoms the eternal thought?
Who talks of scheme and plan?
The Lord is God! He needeth not
The poor device of man.
Yet in the maddening maze of things,
And tossed by storm and flood,
To one fixed trust my spirit clings:
I know that God is good.

As Paul thought of it all, he sang his song to the glory of God; for this doxology means:—

4. *The Worship of God.*

Paul passes from the processes of demonstration by argument and prostrates himself before the all-wise and

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all-gracious God. "When all is said and done," wrote Emerson, "the rapt saint is found the only logician. Not exhortation, not argument becomes our life but paeans of joy and praise." And again the same writer remarks, "It is certain that worship stands in some commanding relation to the health of man and to his highest powers, so as to be in some manner the source of intellect. All the great ages have been ages of belief."

It is after some such way as this that we can see the subtle and profound intellect of Paul winning its victories of truth and then laying them down as an offering in the presence of God. "Not unto us, not unto us, but unto Thy name give glory, for Thy mercy and for Thy truth's sake."

We all have our work to do in the great world where God has placed us—may God prosper and establish the work of our hands—but, after all, our greatest moments—our highest experiences—are to be found when we worship, laying our gifts on the altar and casting our crowns before the throne.

We come from different lands and it may be—look at life from different points of view, but we are united in one great purpose—to build up character and a sense of duty and a spirit of goodwill in the world that is to be—the world of young lives: and nothing will make that unity so true and deep and stable as unity in the spirit of our worship. Not on this mountain or on that is the essential part of worship. "God is a Spirit" the Master said, "and they that worship Him must worship Him in spirit and in truth."

The praise was led by the Cathedral choir, which gave impressive renderings of the *Te Deum* (Stanford—in B flat) and the anthem, "Turn Back, O Man" (Gustav Holst.) Mr M. W. Greenhouse Allt officiated at the organ. The collection taken was on behalf of the Edinburgh Royal Infirmary.

DELEGATES AT CHURCH.

Liberty and True Development.

Full advantage was taken of accommodation reserved for delegates at the forenoon service in St George's U.F. Church. Preaching from the Second Epistle to the Corinthians, Chapter iii., at the second last verse, "Where the Spirit of the Lord is, there is liberty," the Rev. Dr James Black said that many people might not be inclined to admit that that was true. In fact, he had heard many folks who had openly challenged it. He had heard people say that where the Spirit of the Lord was there was bondage; that the very idea of religion suggested restraint and restriction. If liberty were merely licence, then quite decidedly the assertion in the text was not true. But his definition of liberty was freedom to develop one's self; it was the right to legitimate self-expression, the possibility of the best self-development. True liberty existed only where they could hope to reach their ideal of true manhood and womanhood. That was what true education aimed at. If he understood it at all, all true education aimed at a rounded, fully developed life. There was room in Jesus for full, reasonable, and true development. People imagined that the Church frowned on their simple pleasures and healthy sports as if they were something outside true religion. They would only have a true religion when they brought their sports and pleasures under the clean influence of Jesus.

A Splendid Vision.

There was a large attendance of delegates at St Mary's Cathedral in the forenoon. The preacher was the Right Rev. Bishop G. H. S. Walpole. Education, he said, was inclined to be limited to the formation of a scholar, a scientific mind, a cultured gentleman, or a good citizen; yet it was impossible that they should be thus limited when they looked to the splendid vision of human perfection which God had given them of attaining to the

DELEGATES AT CHURCH.

full-grown man, "the measure of the stature of the fulness of Christ." Bishop Walpole traced man's development from the humblest beginnings towards that great destiny along physical, mental, and spiritual lines. The age of the Spirit had begun with the Christian era, and there was no knowing what a man might become if the Spirit were in full operation within him. They who tried to educate boys and girls, men and women, had always felt that if they only got an intellectual result they had got something far short of their hopes. Wonderful possibilities awaited them, and they must keep that hope always before them. He quoted Lowell in conclusion—"The thing we long for, that we are."

HYMN FESTIVAL.

Value of Praise.

The audience at the Hymn Festival in the Usher Hall on Sunday evening was as large as the Hall could possibly hold. It even overflowed on to the platform. Over 3000 people were present. The festival was conducted by Professor Sir Walford Davies, Mus.Doc., LL.D., on the lines of communal singing. Various hymns and psalms, set to well-known tunes, were sung during the evening.

The character of the service, which was broadcast, set the theme for an address which was delivered by the Rev. Dr J. Harry Miller, whose subject was "The Place of Praise in Worship." Dr Miller said that true worship was the highest act of the human soul. Prayer was great, preaching was powerful, the reading of the Scriptures profitable. Praise stood alone in its place.

The Rev. W. Nelson, Dundee, of the Scottish National Committee of the Federation, presided at the festival, while the organist was Mr Herbert Wiseman.

APPENDIX I.

Resolution adopted at Delegate Assembly, Edinburgh.

27th July 1925.

General.

1. That the World Federation of Education Associations appoints standing committees on pre-school, elementary, secondary, and higher education, whose function shall be to co-operate with affiliated associations in furthering the objects approved by the Federation to make studies and reports upon such matters as the Federation may commit to their charge and to prepare the programme of their section at each ensuing biennial.

2. That special committees on health and on the removal of illiteracy be appointed by the World Federation of Education Associations with functions similar to those of the standing committees in the respective fields.

A. Pre-School Education.

3. In view of the supreme educational importance of the first years of childhood, provision should be made in every educational system for a type of education suited to the needs of that period. Such education, whether given in the home or in special groups, should include the formation of desirable physical habits, mental attitudes and character traits in an environment conducive to freedom, health, and joy of living.

4. That such pre-school education should be in charge of persons specially trained for the purpose in both mental and physical ways, and should be carried on in special groups in close co-operation with parents. Public funds should be available for such education, and every encouragement should be given to research in this field.

APPENDIX I.

B. Elementary Education.

5. That the World Federation of Education Associations affirms its belief in the potency of Goodwill Day as a factor in creating and fostering an international understanding among the children of the world, and that it recommends that affiliated associations secure where necessary or desirable national or official sanction for the observance of such a day from their Government and education authorities, and, further, that steps be taken in each country to prepare for the teachers an outlined programme as a suggestive guide.

NOTE.—The World Federation of Education Associations suggests with reference to Resolution 5 that the affiliated and other associations be asked to report to this Federation upon the most suitable single date for Goodwill Day, and that upon the basis of these reports the World Federation of Education Associations have authority to select such a date.

6. That the World Federation of Education Associations affirms its belief that geography, history, and training in citizenship should be taught not only from a national point of view, but also from a modern sociological and international point of view.

7. That the World Federation of Education Associations endorses movements and committees which establish international contacts among school children through correspondence, exchange of school work, and interchange of pupils of suitable age between countries. To promote the more economical exchange of materials, the World Federation of Education Associations shall use its best efforts to secure accommodation in the postal rates.

8. That text-books for the elementary schools of the world be prepared descriptive of child life in all lands, and setting forth in brief and simple form the best that each nation has achieved.

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9. That in view of the fact that it is of the utmost importance that teachers of all nations should themselves possess the international outlook, the World Federation recommends the encouragement of special courses in teacher-training institutions and in Universities, and strongly recommends to its affiliated associations the promotion of plans for travel and interchange of teachers.

C. Secondary Education.

10. That the World Federation of Education Associations encourage co-operation with affiliated associations in the promotion of such aids to education as universal biography, visual instruction and the use of the motion film, particularly when of educational and scientific nature, literature and language study, particularly in the modern field, aesthetics, and training for citizenship as possessing great potentialities for the development of an international outlook.

NOTE.—The detailed statement prepared by the Conference on Secondary Education descriptive of the above courses is suggested for reference to the appropriate committee for its use and consideration.

11. That the World Federation of Education Associations prepare a statement of the ideals which should obtain in history and history teaching. Such statement should emphasise the necessity for an impartial treatment of international intercourse. A frank admission of shortcomings should accompany the claim of services rendered to the cause of human welfare in each country. In proceeding from national to world history emphasis should be laid upon the progress from conflict to conciliation.

D. Higher Education (Universities.)

12. That Resolution 7, 1923, of the World Federation of Education Associations be amended to read, "That the World Federation of Education Associations utilise and advance inquiry into Universities in their history,

APPENDIX I.

their contemporary developments and possibilities and to investigate the question of the establishment of a World University."

13. That Resolution 4, 1923, be amended to read, "That the World Federation of Education Associations enquire into the inter-relations and increasing unifications of the various fields of knowledge and research and towards the fuller and clearer co-ordination of subjects of instruction accordingly, with endeavour to bring about a greater unification of scientific terminology."

14. That Resolution 6, 1923, be amended to read, "That the World Federation of Education Associations encourage the establishment of a universal library office and enquire into methods of bibliography and their possible advances. This office may ultimately be connected with a World or International University."

15. That the recommendations of the National Office of French Universities and Schools be referred for further study, the World Federation of Education Associations affirming its approval of the objects which these resolutions are designed to obtain in an easier and more efficient and more economical interchange of scholars, whether professors or pupils.

E. International Relations.

16. This Conference of the World Federation of Education Associations is of opinion that it is the function of teachers to help their pupils to realise that the world is a unity, that nations and peoples are interdependent, economically and otherwise, and that true nationalism is not inconsistent with true internationalism.

17. That the World Federation of Education Associations co-operate wherever possible with international organisations and other organisations pursuing similar aims.

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NOTE.—Three resolutions submitted by this Conference dealing with history, language and method of instruction are referred to appropriate committees for their use and consideration, as the Committee on Resolutions is of the opinion that their substance has already been covered in resolutions of other Conferences.

F. Character Education.

18. That the World Federation of Education Associations affirms its belief in the importance of character training in education, and refers the subject to appropriate committees for future consideration in all sections of the Federation Conferences.

G. Health Education.

19. That the World Federation of Education Associations refer to an appropriate committee the detailed recommendation of the Conference on Health Education with instructions to carry forward in co-operation with the affiliated associations the steps recommended so far as these may be approved by competent authority. The World Federation of Education Associations affirms its sense of the importance of the plan presented, and affirms its belief that health education is the fundamental basis of all successful education.

H. Teacher Training.

20. That the World Federation of Education Associations gather and collate information upon the systems of training of teachers in the countries represented by delegates to the Conference of 1925, and that such information be made available to all who desire it, special attention being given to ascertain the steps taken to secure the fitness of entrants to the profession.

APPENDIX II.

Constitution adopted at San Francisco, California,
July, 1923;

As Revised at Edinburgh, Scotland, July, 1925.

President—Dr Thomas, U.S.A.

Vice-Presidents—Mr Harry Charlesworth, British Columbia.

Dr Kuo, China.

Mr Sainsbury, England.

Directors.

Mrs Mary C. C. Bradford, U.S.A.	-	-	-	-	2 years
Mr Goldstone, England	-	-	-	-	4 „
Dr Ling, China	-	-	-	-	4 „
Dr MacDonald, Canada	-	-	-	-	4 „
Mr Murphy, Ireland	-	-	-	-	4 „
Mr George C. Pringle, Scotland	-	-	-	-	2 „
Dr Sawayanagi, Japan	-	-	-	-	2 „
Mr Siders, U.S.A.	-	-	-	-	4 „
Miss Mary Tweedie, Scotland	-	-	-	-	4 „

Three more to be added from new National Organisations which may affiliate.

Preamble :—Whereas, educational aims are universal, there should be devised some suitable and effective means to bring into closer co-ordination the various agencies which have to do with education throughout the world, and also to bring the 5,000,000 teachers into more fruitful and sympathetic relations with one another.

APPENDIX II.

Therefore be it Resolved :—

That this Conference form a permanent Federation of Education Associations and that a constitution be adopted as follows :—

Article I.—*Name*.—The name of this organisation shall be the World Federation of Education Associations.

Article II.—*Objects*.—The objects of this Federation shall be to secure international co-operation in educational enterprises, to foster the dissemination of information concerning the progress of education in all its forms among nations and peoples, to cultivate international goodwill, and to promote the interests of peace throughout the world.

Article III.—*Membership*.—The following organisations shall be entitled to membership in this Federation :—
Full Membership—(a) Any nation-wide educational organisation or association of persons directly connected with education whose application shall be approved by the Executive Authority hereinafter mentioned; (b) Any organisation of educators in a country not possessing a nation-wide organisation, which shall make application for membership to the Executive Authority of this Federation and whose application shall be approved by said Executive Authority.

Associate Membership.—Individual institutions or associations whose chief function is education, but which are ineligible under sub-sections (a) or (b) shall be admitted as Associate Members on approval of the Board of Directors. The representatives of such institutions or associations shall have full right of discussion in open assembly but no right of voting in the delegate assembly.

The associate representatives from the individual universities and recognised institutions of higher learning of any country shall have the right to elect from among

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their number one delegate or more as may be provided in the bye-laws, and such delegate or delegates shall have full membership and voting privileges in the delegate assembly.

The associate representatives from the individual education authorities of any country shall have the right to elect from among their number one delegate who shall have full membership and voting privileges in the delegate assembly.

Article IV.—*Organisation*.—Section 1.—There shall be a Board of Directors consisting of fifteen members elected by the Delegate Assembly, not more than two of whom shall be from the same country. At each biennial meeting a Nominating Committee, consisting of one member from each organisation having full membership, shall be appointed to make nominations for vacancies upon the Board of Directors for the consideration of the Delegate Assembly. The members of the Board of Directors shall be elected for a term of four years, with the proviso that at the first election, in 1925, seven shall be elected for a term of four years and eight for a term of two years. The Board of Directors shall be the Executive Authority of this Federation. The Executive shall have power to add three members to its number, in case it be necessary to provide for unrepresented interests. The Board of Directors shall have authority to create a Board of Trustees to care for any trust fund which may come into the hands of the Board and provide proper means for safeguarding this trust.

The Board of Directors shall have power to adopt such bye-laws as shall be necessary for their proceedings.

Section 2. (a) There shall be a President, chosen by the Board of Directors from within or without their own body and three Vice-Presidents, one from each section (as outlined in Article VI.) to be chosen by the Board of Directors from within their own body. The President

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and Vice-Presidents shall be honorary officials. The President shall be the Chairman of the Board of Directors.

(b) The term of office shall be two years and the officers shall be eligible for re-election.

Section 3. There shall be a Secretary-Treasurer who shall be a paid official elected by the Board of Directors.

Section 4. Representation in the Delegate Assembly shall be fixed as prescribed in the bye-laws.

Article V.—*Headquarters*.—The Headquarters of the World Federation shall be in the country of the President until such time as a permanent Headquarters be established.

Article VI.—*Meetings*.—A World Conference shall meet in full session every alternate year; but a meeting of sections—one in Europe, one in America, and one in Asia—may be held in each intervening year. Countries elsewhere shall decide which group they will join.

Article VII.—*Fees*.—Affiliating Associations having full membership shall pay a subscription fee per annum of one cent per member (U.S. currency) provided that the fee of any Affiliating Association shall not be less than \$25, gold (U.S. currency), while the maximum contribution for any organisation shall be \$1000, gold (U.S. currency). Associate members shall pay a fee of from \$10 to \$100.

Article VIII.—*Amendment*.—This constitution may be amended at any biennial meeting by a two-thirds vote of the Delegate Assembly, provided that any amendment to be considered must be submitted to the Secretary-Treasurer of the World Federation at least three months before the biennial meeting.

Bye-Laws.—Representation in the Delegate Assembly shall be fixed as follows:—One delegate for each organisation entitled to full membership and one additional delegate for each two thousand members of the organisation or major fraction thereof, with a maximum of fifty delegates for any one organisation.

APPENDIX III.

Minutes of the Meeting of the Board of Directors
of the World Federation at Edinburgh on
27th July, 1925.

The Board of Directors met in the Reception Room of Usher Hall with Dr P. Kuo, Vice-President of the World Federation, presiding. Dr MacDonald of Toronto, Canada, was elected Secretary of the meeting.

It was moved by Mr Charlesworth and seconded by Miss Tweedie that Dr Thomas be re-elected President of the World Federation for a period of two years. This motion was unanimously passed and President Thomas was called into the room and took the Chair.

Vice-Presidents of the World Federation were then elected as follows: Mr E. J. Sainsbury for Europe, Dr P. Kuo for Asia, and Mr Harry Charlesworth for America.

A discussion as to the place of the next meeting followed. Also, there was some discussion of a possibility of the Board of Directors meeting within the year.

Dr Thomas spoke upon the prospects of funds for the World Federation.

It was moved by Mr Goldstone of England and seconded by Mr Siders of the United States that Mr C. H. Williams be appointed Secretary-Treasurer *pro. tem.* of the World Federation, with an honorarium to be hereafter determined. It was decided that applications for the place of permanent Secretary-Treasurer should be invited at a later date.

The meeting then adjourned.

(The above minutes were reported to the Secretary-Treasurer of the World Federation by the Secretary of the meeting, Dr D. D. MacDonald.)

APPENDIX IV.

HERMAN-JORDAN PLAN.

Statement of Facts.—After the World Conference on Education at San Francisco in 1923, Mr Raphael Herman, Washington, D.C., offered a \$25,000 award for the best educational plan calculated to produce world concord. The Jury on Award accepted the plan presented by Dr David Starr Jordan, Dr Jordan's plan, instead of hurrying headlong into immature plans, calls for the appointment of a number of committees to undertake scientific and educational research for the purpose of marshalling a definite body of reliable facts upon which to found intelligent opinion. These committees assume at the beginning unprejudiced and open-minded attitudes for the study of the various problems. The reports will be forthcoming at the next biennial meeting of the Federation, and then the researchers will be put to work developing programmes, methods and processes in harmony with such reports as may be accepted by the Federation.

1. The Teaching of History and Patriotism.

Preamble.—The ruling ideas of most men and women are largely fixed in childhood and youth. In nearly all textbooks, the histories and school readers, war has been glorified, its braveries being set forth as the acme of heroism. The real progress of nations in science, art and intellectual development is scantily treated. Advances in civilisation, with the many triumphs of sanitation, transportation, commerce and enlightenment, which gave a millennial aspect to the beginning of the twentieth century, do not seem to be sufficiently dramatic to receive attention.

APPENDIX IV.

Problem.—Shall the Federation appoint a committee to investigate the present teaching of history the world over and the aims of such teaching, said committee to report also on the textbooks used, their virtues, and their delinquencies from the standpoint of international amity, and stressing the need that history, whether elementary or advanced, should be just and true so far as it goes?

2. International Athletic Sports.

Preamble.—Children may be brought to sympathise with life in other lands through the promotion of correspondence between the youth of nation and nation. It is generally known that people who play together cannot long be enemies. There are many means of bringing the youth of our country together in wholesome sports, such as oratorical and essay contests and various athletic events, it being a noticeable fact that competitive games involving team-work are among the influences which tend to bring young men of different regions into better mutual understanding. It is also true that the military spirit has been most active in countries where cricket, baseball, football, boating and lacrosse are scarcely known.

Problem.—Is it advantageous for the Federation to appoint an international committee to consider special plans to promote mutual international understanding on the part of students of various ages, including the possibilities of better relations through the international use of athletic sports, especially those games which involve co-operative action or team play as distinguished from individual competition?

3. Standing Incentives to War.

Preamble.—There is considerable study at the present time on the part of thoughtful people of the standing incentives to war. There are many kinds, some removable by legislative action, while others have a more complex

APPENDIX IV.

character arising from unwholesome tradition or from faulty education beyond the reach of direct effort on the part of any single Government. The only visible remedy for most great evils lies in public opinion.

Problem.—Is it the part of wisdom for the Federation to form an international committee to consider the subject of the standing incentives to war, educational, economic, and social? Should such committee further consider, without prejudice, the question of military training in schools and colleges, its possible advantage to the individual and the nation with alleged accompanying drawbacks?

Is War Necessary?

Preamble.—Lines of argument intended to show that war is a supreme necessity of man are, in the main, three, as given by General von Bernhardi in 1912, and accepted by others. These are (a) the historic argument that there have always been wars and therefore wars must always be; (b) the psychological argument that war is ingrained in human nature, for man is a fighting animal; and (c) "Social Darwinism," the survival of the fittest among races and nations, it being the right, and therefore the duty, of great and strong nations to extirpate or subdue the tribes that are weak, small, or peaceful. Towards the final end of the outlawry of war, it is thought that the teacher should contribute directly in his relation to the young, indirectly in his relation as a scholar and patriot to the adult generation. The world still faces perilous emergencies.

Problem.—Shall the Federation appoint an international committee to investigate and encourage others to investigate the current arguments for war as a cosmic necessity, and the possibility of the outlawry of war to the end that the teaching fraternity may have a definite understanding of the processes either for or against?

APPENDIX IV.

5. A General Peace Committee.

Preamble.—It seems to be a fundamental conclusion that the educational groups of the world should be bound together in mutual effort to promote international understanding. The World Federation of Education Associations is the one direct organisation having actual contact with schools. It would seem useful, however, for the Federation to keep in touch with the various organisations such as religious bodies, scientific associations, women's parties, and a number of other organisations to the ultimate good of the human race.

Problem.—Shall the Federation form a general world committee on education for peace to function in connection with the several groups in the different nations, and to co-operate with many already established organisations for peace in all parts of the world?

6. Bureau of Conciliation.

Preamble.—It is the custom of nations to have special departments for their several activities. All civilised nations have had their departments of war, departments of navy, with the modern addition of the department of aircraft. It seems to be true that where the public mind is focussed it directly influences the character of the people towards that particular phase of national life. The Washington Conference, called by President Harding of the United States and participated in by many of the great powers, sought to reduce warlike equipment and expense by mutual agreement. This is a commendable and just means for the prevention of war. It has been proposed by some that there be added to the Department of State a Council of Peace or a Bureau of Conciliation as a means of focussing national and international attention on the subject of understanding.

Problem. Is it advisable for the Federation to

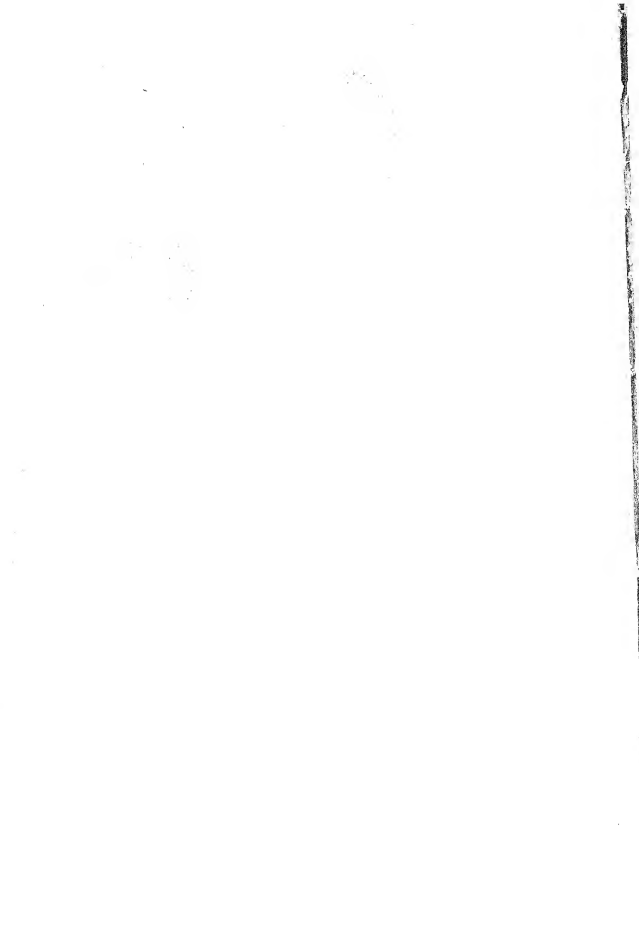
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appoint an international committee to consider the possibility of a continuous effort to commit the several countries to a definite activity on behalf of understanding by means of a Bureau of Conciliation to co-operate with Governments in army, navy and air equipment?

7. General Machinery for International Co-operation.

Preamble.—There would seem to be a need of acquainting the teachers of our country, as a means of guidance, with the various movements calculated to bring the world into peaceful relations one part with the other. These institutions include the Court of Arbitration at the Hague, the Permanent Court of International Justice now functioning and the League of Nations. It is well understood that education cannot meddle directly with grave political situations other than to create the spiritual values necessary to give stability to right motives and to furnish the foundation for a proper understanding of facts.

Problem.—Shall the Federation form an international committee to scrutinise the League of Nations and the problems concerned in the same with special bearing upon international education?



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